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1917–1918

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KATALOG

des

Wagner Memorial Lutheran College

1917--1918

4--8 OREGON STREET

ROCHESTER, N. Y.

DER VERWALTUNGSRAT

Obere Reihe: Pastor Wm. Trebert, Pastor A. Heyd, Pastor T. H. Becker. Herr F. A. Kalmbach
Mittlere Reihe: Pastor Oscar Krauch, Pastor H. Brezing, Pastor W, C. Drach, Pastor Austin H. Roeder, Herr G. A. Kayser
Untere Reihe: Herr John Karweick, Pastor F. Sutter, Herr L. C. Forman, Direktor J. A. W. Kirsch

College-Kalender 1917–1918

1. *Herbst-Termin:* Anfang, den 19. September 1917
   Schluss, den 19. Dezember 1917
2. *Winter-Termin:* Anfang, den 3. Januar 1918
   Schluss, den 22. März 1918
3. *Fruehlings-Termin:* Anfang, den 3. April 1918
   Schluss, den 2. Juni 1918

Zeugnisse und Prüfungen

a. *Zeugnisse* zu Weihnachten und am Schluss.
b. *Pruefungen:* Schriftliche, den 23. Mai bis 29- Mai 1918.

Schluss-Feier

Am Abend des 2. Juni 1918
in der Ev. Luth. St. Johannis-Kirche. Pastor A. Blum.

Anfang des College-Jahres 1918--1919

Mittwoch, den 18. September 1918, 10 Uhr morgens.
im neuen College, Staten Island, N. Y.

Die Fakultät

Prof. M. F. Thurston
Rev. William Ludwig

Prof. Norman K. Frick
Direktor Rev. J. A. W. Kirsch

Rev. Carl Betz
Prof. Carl F. W. Betz

Die Fakultät.

Rev. J. A. W. Kirsch

Professor der Religion in den oberen Klassen, der Kirchengeschichte und der deutschen Literaturgeschichte.

Prof. C. F. W. Betz, Sekretär der Fakultät

Professor der Religion und der deutschen Sprache.

Rev. William Ludwig

Professor der lateinischen Sprache.
Professor of Philosophy, Logic and Psychology.

Rev. Carl Betz

Professor der griechischen Sprache und der Geschichte.

Prof. Norman K. Frick

Professor of the English Language and Literature, and of Mathematics.

Prof. M. F. Thurston

Professor of Natural Sciences.

Prof. Frick resigned his position the latter part of January 1918 in order to accept a call to a Syracuse High School and Prof. Thurston took over his work in English and Mathematics for the remainder of the scholastic year. A few slight changes were made in the schedule of the two departments.

Stundenplan für das Schuljahr 1917--1918

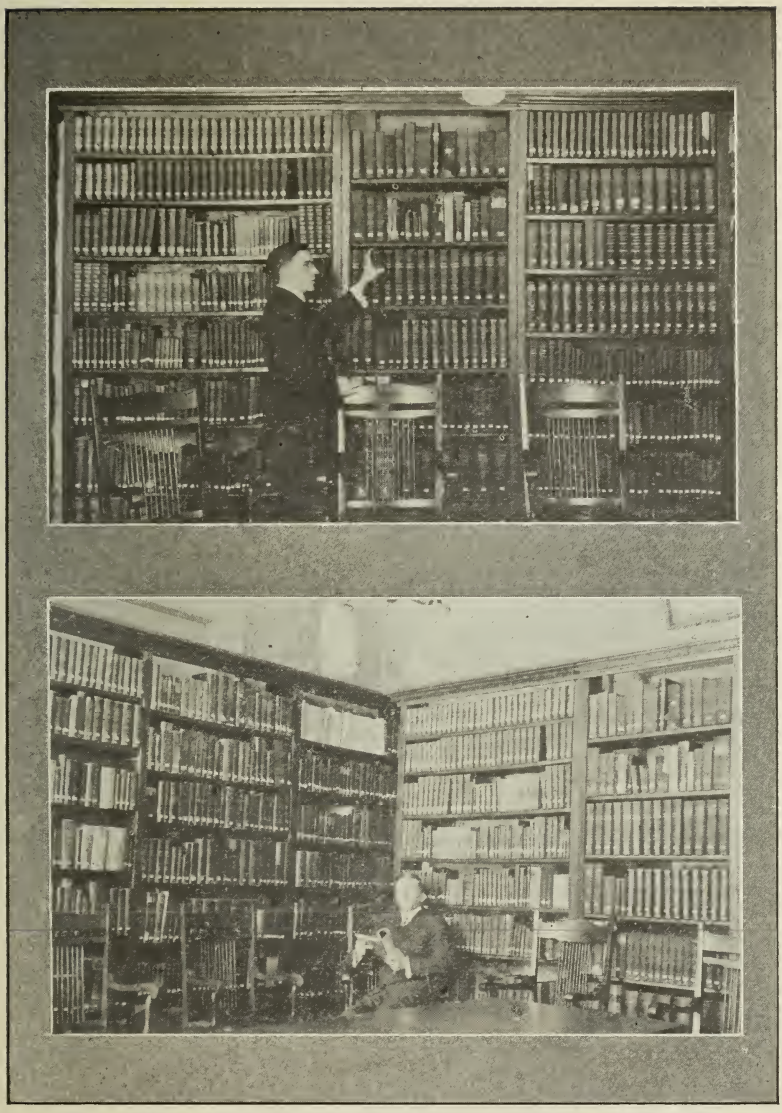
Stunden	Klasse	Montag	Dienstag	Mittwoch	Donnerstag	Freitag	Samstag
7.20--7.30	I--VI	Andacht	Andacht	Andacht	Andacht	Andacht	Andacht
8--9	I	Laboratory Work -Th.	I, II Deutsche Literaturg. -Dir.	II Biology--Th.	I, II Biblische Einleitung--Dir.	II Biology--S.	Arbeitsstunden
			IV Physiology--Th.	III, IV Deklamation Dir.	IV Physiology--Th.	V, VI Deklamation Dir.	
9--10	I, II	Biblische Einleitung.-Dir.	Frei	Griechisch N Testament--Dir.	Latein--L.	Deutsche Literaturg.--Dir.	
			Laboratory -- Th.		Geometry--F.		
	III	Latein--L.	Katechismus B. sen.	Deutsch--B. sr.	Geology--S.	Katechismus B. sen.	
	IV	Griechisch--B. jr.		Algebra, F.	Griechisch--B. jr.		
	V, VI	Katechismus B. sen.	Griechisch--B. jr.	Griechisch--B. jr.	Katechismus B. sen.	Griechisch--B. jr.	
			Latein--L.	Latin--L.		Latein--L.	
10--11	I	Astronomy--Th.	Weltgeschichte B. jr.	Aufsatz--B. sen.	Griechisch--B. jr.	Weltgeschichte B. jr.	
	II	Latein--L.		Griechisch--B. jr.	Aufsatz--B, sen.		
	III	Griechisch--B. jr.	Geometry--F.	English--F.	English--F.	Geometry--F.	
	IV	Deutsch--B. sen.	Latein--L.			Latein--L.	
	V	English--F.	Bibl. Geschichte B. sen.	Latein--L.	Frei	Bibl. Geschichte B. sen.	
	VI			Phys. Geogr.--Th.	Latein--L.		
11--12	I	Frei	Klassenarbeiten, Stilistik--B. sen.	Astronomy--Th.	Frei	Physics--Th.	
	II	Chemistry--Th,		Frei	Chemistry--Th.	Frei	
	III	Weltgeschichte B. jr.	Latein--L.	Griechisch--B. jr.	Weltgeschichte B. jr.	Latein--L,	
	IV		Algebra--F.	Deutsch--B. sen.		Geometry--F.	
	V	Latein--L.	Weltgeschichte B. jr	English--F.	Latein--L.	Weltgeschichte B. jr.	
	VI	Algebra--F.			Algebra--F.		

Stunden	Klasse	Montag	Dienstag	Mittwoch	Donnerstag	Freitag	Samstag
12.45--1.30		I. Physics--Th. V. Algebra--F.	I. Physics --Th.	II. Chemistry--Th.	I. Physics--Th. IV. Latein--L.	II. Chemistry-Th. VI. Algebra--F.	Frei
1.30--2.15	I	Griechisch- B. jr.	Trigonometry-F.	Deklamation-Dir.	Trigonometry--F.	Griechisch--B. jr.	
	II	Geometry--F.	Latein--L.		Griechisch--B. jr.	Geometry--F.	
	III	Geology--Th.	Kirchengesch. Director	Geometry--F.	Latein--L.	Kirchengesch. Dir.	
	IV	Latein--L.		Griechisch--B. jr.	Deutsch--B. sen.		
	V	Deutsch--B. sen.	Zoology--Th.	Deutsch--B. sen.	Frei	Deutsch--B. sen.	
	VI				Political Geography--Th.		
2.15--3.00	I	Psychology--L.	English--F.	English--F.	Logic- L.	English--F.	
	II						
	III	Deutsch--B. sen.	Griechisch--B. jr.	Laboratory--Th.	Griechisch--B. jr.	Deutsch--B. sen.	
	IV	Frei	Laboratory--Th.	Frei	Frei	Griechisch--B. jr.	
	V	Griechisch--B. jr.	Latein--L.	Aufsatz, B. sen.	Algebra--F.	Laboratory Work Th.	
	VI	Laboratory.-Th.	Deutsch--B. sen.		Deutsch--B, sen.		
3.00--3.45	I	Frei	Latein--L.	Gesang oder Turnen	Frei	Frei	
	II	Griechisch--B. jr.	Frei		Latein--L.	Frei	
	III	English--F.			Frei	Frei	
	IV		Deutsch--B. sen.		Deutsch--B. sr.	Frei	
	V	Zeichnen--B. sen.	Algebra--F.		English--F.	Zoology--Th.	
	VI		Frei				
6.20--6.30	I--VI	Andacht	Andacht	Andacht	Andacht	Andacht	
7.00--10.00		Arbeitsstunden unter Aufsicht des Direktors					

Dir.--Direktor Kirsch; B. sen.--Prof. C. F W. Betz; L.--Prof. Pastor W. Ludwig; B. jr.--Prof. Pastor C. Betz; F.--Prof N. K. Frick; Th --Prof. M. F. Thurston

Unterrichtsfächer und die auf sie verwandten Stunden.

Religion:	Biblische Geschichte, Katechismus, Kirchengeschichte, Griechisches Neues Testament, Biblische Einleitung (abwechselnd: kurzgefasste Dogmatik, Ethik und Symbolik) - - - -	11 Stunden
Deutsch:	Grammatik, Lesen, Aufsatzübungen, Deklamationen, Stilistik, Deutsche Literaturgeschichte -	22 Stunden
English:	Literature, Composition, History of American and English Literature, English Consultation - -	9 Stunden
Lateinisch:	- - - - -	21 Stunden
Griechisch:	- - - - -	18 Stunden
Geschichte:	Alte, Mittlere, Neue (mit Berücksichtigung der Kunstgeschichte) - - - -	6 Stunden
Mathematics:	Algebra, Geometry, Trigonometry -	18 Stunden
Logic and Psychology:	(abwechselnd mit Philosophy) -	2 Stunden
Natural Sciences:	Physical Geography, Zoology (Botany every second year), Physiology, Geology, Biology. Astronomy, Physics, Chemistry, Laboratory Work -	26 Stunden
Zeichnen:	- - - - - -	1 Stunde
Gesang oder Turnen	- - - - -	1 Stunde
		135 Stunden



Die Bibliothek.

Stoffbericht.

Sexta.

Religion—A) Bibl. Geschichte (nach Ed. Sperber).

I. Alttestamentliche Geschichte (2. Abteilung). Fortsetzung des vorjährigen Pensums: Israel unter Josua. Die Zeit der Richter. Die Zeit des ungeteilten Königtums. Das geteilte Königtum: a. Das Reich Israel; b. das Reich Juda. Das Exil. Die Wiederherstellung des jüdischen Reiches. Die Juden unter persischer, makedonischer, ägyptischer und syrischer Herrschaft. Die Makkabäer. Die römische Herrschaft und die Herodianer.

II. Neutestamentliche Geschichte. Geographie des heiligen Landes. Kurze Wiederholung des vorjährigen Pensums. Die Lehrtätigkeit Jesu, Seine Reden und Gleichnisse. Die Leidens- und Herrlichkeitsgeschichte des Herrn Jesu.—Mit Quinta kombiniert.
2 Stunden wöchentlich—C. F. W. Betz.

B) Katechismus. Siehe Quinta. Mit Quinta kombiniert.
2 Stunden wöchentlich—C. F. W. Betz.

Deutsch—A) *Grammatik.* (nach Wetzel's Grundriss.) Beginn der Wortlehre. Unterscheidung der Wortarten und ihre Einteilung. Eingehende Behandlung der wichtigsten Wortklassen: 1. Das Substantivum. Starke, schwache und gemischte Deklination. 2. Das Adjektivum, seine Deklination und Komparation. 3. Das Pronomen und seine Deklination. 4. Das Zahlwort und seine Deklination. 5. Das Verbum. Starke, schwache und gemischte Konjugation. Zahlreiche mündliche und schriftliche Uebungen. B) *Lesen:* Die Prosastücke aus dem neuen deutschen Lesebuch für Gymnasien von Dr. Muff: Abteilung für Sexta. C) *Aufsatzübungen:* Leichte Erzählungen, Umbildung einiger deutscher Gedichte in Prosa, einfache Beschreibungen, kleine Briefe, u. s. w. Alle zwei Wochen ein deutsches Diktat.
6 Stunden wöchentlich, davon 4 Stunden kombiniert mit Quinta.
C. F. W. Betz.

D) *Deklamation* folgender Gedichte (nach Hopf und Paulsiek für Sexta): 1. Der gute Kamerad, Uhland. 2. Müde bin ich, Hensel. 3. Der Faule, Reinick. 4. Des deutschen Knaben Tischgebet, Gerok. 5. Weihnachten, Greif. 6. Gebet eines kleinen Knaben an den heiligen Christ, Arndt. 7. Sonntagsfrühe, Reinick. 8. Die Wacht am Rhein, Schneckenburger. 9. Barbarossa, Rückert. 10. Blücher am Rhein. 11. Der Bauer und sein Sohn, Gellert. 12. Wie ist doch

die Erde so schön, Reinick. 13. Siegfrieds Schwert, Uhland. 14. Die Schatzgraeber, Buerger. 15. Feldmarschall Derfflinger, Lehmann. 16. Gott gruesse dich! Sturm.—Lesen der anderen Gedichte.

1 Stunde wöchentlich.—J. A. W. Kirsch.

English—The six years' course in English has been organized with the fact in mind that the majority of the graduates of Wagner College become public speakers and intellectual leaders in their respective communities. Every detail of the course has been selected with that goal in view.

A) *Literature:* 1. Shakespeare's As You Like It. 2. Long's American Poems. 3. Carpenter's American Prose Selections. A few standard American and English poems are committed to memory. Only the simpler lyrics and narrative poems are read; the more difficult ones are studied in the more advanced classes. The six years' course in English makes the student acquainted with the biography and a masterpiece of each representative American and English writer.

B) *Practical Grammar* (Woolley's Handbook of Composition): The essential rules of diction, the structure of sentences, spelling, punctuation and capitalization are studied in a practical manner to secure accuracy of expression. Personal errors of speech are given special attention in regular consultation periods.

C) *Composition:* Frequent oral and written themes, based mainly on the experience of the student and on the literature read during the course, give him occasion to apply the essential rules of composition that are discussed in Course B. Fluency of speech is stimulated by informal class-room debates, one of which is upon some topic of national interest.—Combined with Quinta.

3 hours weekly.—N. K. Frick.

Lateinisch—Lehrbücher: *Grammatik* von Ellendt-Seyffert und Ostermann, Uebungsbuch für VI.) Deklination der Substantiva und Adjektiva. Komparation; Numeralia; Pronomina; regelmässiges Verbum. Mündliche und schriftliche Uebungen; Extemporalia.

4 Stunden wöchentlich.—W. Ludwig.

Mathematics—The required course in mathematics extends over six years and includes all the branches that form part of a Classical student's equipment.

A) *Algebra* (Schultze's Advanced Algebra): The course in secondary Algebra covers two years and comprises all the topics usually taken up in an introductory course. The fundamental algebraic operations to involution are taught in Sexta.

3 hours weekly.—N. K. Frick.

Geschichte—*Römische* (nach Andrä und Stacke). *Griechische* im nächsten Jahre.—Siehe Quinta.—Kombiniert mit V.

2 Stunden wöchentlich.—C. Betz.

Physical Geography—This subject is considered under the headings—The Earth, The Earth and the Sun, Rivers, Weathering and Soils, Wind Work, Glaciers, Plains, Mountains and Plateaus, Volcanoes, The Atmosphere, Winds, Storms and Climate, The Earth's Magnetism, The Ocean, Life, The Earth and Man, as found in Gilbert and Brigham's Introduction to Physical Geography.

1 hour weekly.—M. F. Thurston.

Political Geography—Geography here treats of the states, habitats of man, of the results of man's activity on earth as manifested in the formation of governmental regions.

1 hour weekly.—M. F. Thurston.

Zeichnen—Nach den Heften von Krone. Einfache gerad- und krummlinige Figuren, Blatt- Blüten- und Fruchtformen in Umrissen und in vollständiger Schattierung, etc. Kombiniert mit Quinta.

1 Stunde wöchentlich.—C. F. W. Betz.

Gesang oder Turnen—Kombiniert mit den übrigen Klassen.

1 Stunde wöchentlich.—C. F. W. Betz.

Quinta.

Religion—*A*) *Bibl. Geschichte:* Siehe Sexta.—Kombiniert mit Sexta.

2 Stunden wöchentlich—C. F. W. Betz.

B) *Katechismus* (nach H. Schindler und Dr. J. Crüger): Fortsetzung des vorjährigen Pensums: Das II. Hauptstück. Wiederholung des 1. Artikels. Eingehende Besprechung des 2. Artikels: 1. Die Person des Erlösers. 2. Seine Stände. 3. Sein Werk. 4. Seine Aemter, insonderheit das prophetische Amt Christi. Wiederholung des I. Hauptstückes. Das Kirchenjahr. Auf das Memorieren von Kirchenliedern und Bibelsprüchen wurde besonderes Gewicht gelegt.

Kombiniert mit Sexta.

2 Stunden wöchentlich—C. F. W. Betz.

Deutsch.—*A*) *Grammatik* (nach Wetzel's Grundriss). Die Elemente der Satzlehre. Eingehendere Behandlung sämtlicher Wortklassen. Unterscheidung derselben in ausgewählten Sätzen. Das Wichtigste aus der Wortbildungslehre. Mündliche und schriftliche Uebungen im Deklinieren, Komparieren und Konjugieren.

Satz- und Wortanalyse. B) *Lesen:* Die Prosastücke aus dem deutschen Lesebuch für Gymnasien von Dr. Muff: Abteilung für Quinta. C) *Aufsatzübungen:* Aehnliche, nur etwas umfangreichere Arbeiten als in Sexta, z. B. Die Rosen der heiligen Elisabeth. "Der reichste Fürst." (Inhaltsangabe.) Der Herbst. "Die Eichel und der Kürbis" (Umbildung in Prosa). Die Schlacht bei Leuthen. Chlodwigs Bekehrung. Die drei Freunde (eine Parabel). Seltsamer Spazierritt. Nutzen des Wassers. Was können wir zur Erhaltung unserer Gesundheit beitragen? Einiges über die Luft. Garten und Feld (ein Vergleich). Des deutschen Knaben Tischgebet. Aesop, der grösste Fabeldichter. Das Kirchenjahr.

Alle 2 Wochen ein deutsches Diktat.

4 Stunden wöchentlich.—C. F. W. Betz.

D) *Deklamation* folgender Gedichte (nach Hopf und Paulsiek für Quinta): 1. Wie Kaiser Karl Schulvisitation hielt, Gerok. 2. Der alte Zieten, Fontane. 3. Die Rosse von Gravelotte, Gerok. 4. Das Erkennen, Vogl. 5. Ein Friedhofsbesuch, Vogl. 6. Reiters Morgengesang, Hauff. 7. Der deutsche Rhein, Becker. 8. Weihnachtsfest, Reinick. 9. Sonntag, Löwenstein. 10. Abendlied, Claudius. 11. Die Schönheit der Natur, Spitta. 12. Im Sommer, P. Gerhardt. 13. Seligkeit, Spitta. 14. Herbstpredigt, Ahlfeld. 15. Tell und sein Kind v. Arnim. 16 Mein Lieben, H. v. Fallersleben.—Lesen der anderen Gedichte dieser Sammlung.

1 Stunde wöchentlich.—J. A. W. Kirsch.

English—See Sexta.—Combined with VI.

3 hours weekly.—N. K. Frick.

Lateinisch—A) *Grammatik* (Ellendt-Seyffert): Wiederholung. Unregelmässige Verba. Conjugatio Periphrastica. Etliche Hauptlehren der Syntax, z. B. Lehre vom Accusativ cum Infinitiv; Ablativus absolutus. Orts-, Raum- und Zeitbestimmungen. B) *Mündliche* und *schriftliche Uebungen* nach Ostermann für Quinta. C) *Lektüre:* Ceasar, de bello Gallico, lib. I.

4 Stunden wöchentlich.—W. Ludwig.

Griechisch—A) *Grammatik* (Dr. Kaegi). I. Lautlehre. II. Flexionslehre: 1. Deklination der Substantiva und Adjektiva. 2. Komparation der Adjektiva. 3. Das Adverbium. 4. Pronomen. 5. Konjugation: Erste Konjugation oder Verba auf O. 1. Verba vocalia (pura). 2. Verba muta. 3. Verba liquida. B) *Uebersetzungen* nach Kaegi's Uebungsbuch I. Häufige schriftl. Uebungen.

4 Stunden wöchentlich.—C. Betz.

Mathematics—*Algebra.* (Schultze's Advanced Algebra): Secondary Algebra completed.

3 hours weekly.—N. K. Frick.

Geschichte —*Römische* (1 Schwab's Sagen des klassischen Altertums; 2. Stacke, röm. Geschichten; 3. Andrä). Einleitung: Italien, das Land und seine Bewohner. Aus der sagenhaften Vorgeschichte der Römer. I. Die Vorzeit Roms. 1. Die Gründung Roms. 2. Rom unter den Königen. 3. Sturz des Königtums und die Anfänge der Republik. 4. Rom als Republik. II. Die Zeit der Ständekämpfe und die Eroberung der italienischen Halbinsel. III. Unterwerfung der Mittelmeerländer. IV. Neue Ständekämpfe. Das Ringen um die Alleinherrschaft. V. Die Zeit des Kaisertums: Das Zeitalter des Augustus bis zum Untergang des weströmischen Reiches 476 n. Chr. Römische Kultur besonders beachtet.—Griechische Geschichte im vorigen Jahre.—Kombiniert mit Sexta.

2 Stunden wöchentlich.—C. Betz.

Zoology —Emphasis is laid on the life histories of animals and the adaptation of animals to their environment. The characteristics of several groups of invertebrates and vertebrates are studied in detail thru their type forms in the laboratory. The purpose of the course is to give a knowledge of the general principles of Zoology and thus add to the student's general culture. Linnville and Kelly's Text Book on General Zoology is used.—Kombiniert mit Sexta.

1 hour recitation, 2 hours lecture and laboratory.

M. F. Thurston.

Zeichnen—Siehe Sexta. Kombiniert mit Sexta.

1 Stunde wöchentlich.—C. F. W. Betz.

Gesang oder Turnen —Siehe Prima. Kombiniert mit den übrigen Klassen.

1 Stunde wöchentlich.—C. F. W. Betz.

Quarta.

Religion —A) Katechismus (nach H. Schindler und Dr. J. Crüger). Fortsetzung des vorjährigen Pensums: Der dritte Artikel und seine Gliederung nach Luthers Erklärung: a. das Wesen des hl. Geistes; b. seine Wirkungen (die Heilsordnung); c. die Werkstätte des hl. Geistes; die christliche Kirche. (Die Ev. Luth. Kirche und ihre Symbole.) d. Der Erfolg der Wirksamkeit des hl. Geistes für uns. Das III. Hauptstück: 1. Das Gebet im allgemeinen. 2. Das Gebet des Herrn. Das. IV. Hauptstück: Das Wesen der hl. Taufe; die Gnadengaben derselben; die Kraft in der Taufe; die Bedeutung der Taufe, resp. des irdischen Zeichens. Die Kindertaufe. Die Konfirmation. Das V. Hauptstück: Das Wesen und der Segen des Abendmahles. Die Kraft im hl. Abend-

mahl. Der würdige und der unwürdige Genuss des hl. Abendmahles. Das Amt der Schlüssel und die Beichte. Wiederholung des 1. und 2. Hauptstückes. Memorieren von Bibelsprüchen und Kirchenliedern wie in den Unterklassen. Kombiniert mit Tertia.
2 Stunden wöchentlich—C. F. W. Betz.

B) *Kirchengeschichte.*—Siehe Tertia.—Kombiniert mit III.
2 Stunden wöchentlich.—J. A. W. Kirsch.

Deutsch—*A*) *Grammatik* (nach dem Lehrbuch von Fr. Wetzel): Erster Teil der Syntax: 1. Der unentwickelte einfache Satz und seine Teile: Subjekt und Prädikat. 2. Der entwickelte einfache Satz und die Nebensatzglieder: Attribute, Objekte und adverbiale Bestimmungen. Der zusammengezogene Satz. Beispiele zu diesen Satzarten mündlich und schriftlich. Wort- und Satzanalyse. B) *Lesen:* Die Prosastücke des deutschen Lesebuchs für Gymnasien von Dr. Muff. Abteilung für Quarta. C) *Aufsatz:* Behandelt wurden folgende Themata: 1. Der Hänfling (von Lichtwer); Inhaltsangabe. 2. Wer an den Weg baut, hat viele Meister. 3. Der Mensch denkt, Gott lenkt (im Anschluss an das Gedicht: "Das Gewitter" von G. Schwab. 4. Luther als Schriftsteller. 5. Die Bedeutung der Sprichwörter. 6. Ueber die Dankbarkeit. 7. Nutzen und Schaden der Spiele. 8. Ein Schultag im Wagner College (in Briefform). 9. Der erweiterte Satz. 10. Wodurch wird die Lust zur Arbeit geweckt? 11. Wie und was sollen wir lesen? 12. Allgemeines über Briefe. 13. Lerne dich in die Menschen schicken! 14. Der Kunstrichter (im Anschluss an das Gedicht: "Die Eichel und der Kürbis." 15. Der Psalter. 16. Die Bekehrung.
Alle 2 Wochen eine Klassenarbeit.
5 Stunden wöchentlich.—C. F. W. Betz.

D) *Deklamation* folgender Gedichte (nach Hopf und Paulsiek für Quarta): 1. Legende vom Hufeisen, Goethe. 2. Das Grab im Busento, Platen. 3. Andreas Hofer, Mosen. 4. Die Leipziger Schlacht, Arndt. 5. Der Christbaum, Littrow. 6. Weihnachten, Eichendorff. 7. Die Gottesmauer, Brentano. 8. Abendlied, Rückert. 9. Der Liebe Dauer, Freiligrath. 10. Sonntag, Eichendorff. 11. Drusus' Tod, Simrock. 12. Friedrich Rotbart, Geibel. 13. Der Trompeter, Kopisch. 14. Das. Gewitter, Schwab.—Lesen der anderen Gedichte dieser Sammlung.
1 Stunde wöchentlich.—J. A. W. Kirsch.

English –A) *Literature:* 1. Shakespeare's Macbeth. 2. Long's American Poems. 3. Carpenter's American Prose Selections.

B) *History of American Literature* (Halleck): The biographies of the most prominent American men of letters are studied in connection with the reading of their masterpieces.

C) *Composition* (Woolley): The student is given practical advice about his writing, both in consultation periods and in the concrete class-room discussions of the laws of rhetoric. The formal study of rhetoric is subordinated to extensive practice in composition. There is frequent practice in oral composition, and several themes are written each month. One important question of the day is analyzed and debated formally in the class-room.—Combined with III. 3 hours weekly.—N. K. Frick.

Lateinisch—A) *Grammatik* (Ellendt-Seyffert). Syntax: Lehre von der Kongruenz; Kasuslehre; Präpositionen; Gebrauch des Infinitivs, Gerundiums, Gerundivums and Supinums. Consecutio temporum. B) *Mündliche* und *schriftliche Uebungen* im Uebersetzen nach Ostermann für Quarta. C) *Lektüre:* Caesar, de bello Gallico, nach Auswahl.—Extemporalia.

4 Stunden wöchentlich.—W. Ludwig.

Griechisch—A) *Grammatik* (Dr. Kaegi) Wiederholung d. Quinta Pensums: Verba auf Mi und die Verga anomalia. Syntax: Kongruenz. Der Artikel. Die Kasuslehre B) *Mündliche* und *schriftliche Uebungen* nach Kaegi's Uebungsbuch II. C) *Lektüre*: Xenophon's Anabasis, teilweise, Buch I.—Extemporalia.

4 Stunden wöchentlich.—C. Betz.

Mathematics—Plane Geometry (Betz & Webb): The course in Plane Geometry extends over two years. In Quarta the student covers thoroughly the work of the first two books, including original exercises. A brief review is given at the close of the year.

3 hours weekly.—N. K. Frick.

Geschichte—*Neuzeit* (1517-1740), nach Andrä: Siehe Tertia. —Kombiniert mit III. 2 Stunden wöchentlich.—C. Betz.

Physiology—Physiology is considered under the following captions: The Bones, The Muscles, Physical Exercise, Food and Drink, Digestion, The Blood and its Circulation, Respiration, The Skin and the Kidneys, The Nervous System, The Special Senses, The Throat and the Voice, Accidents and Emergencies, In Sickness and Health.

Many practical experiments are performed. A microscope and a collection of slides serve to show the detailed structure of the various body tissues and organs. Blaisdell's Practical Physiology for Higher Schools is used as the text-book.

2 hours lecture and recitation, 1 hour laboratory.

M. F. Thurston.

Gesang oder Turnen — Siehe Prima. Kombiniert mit den übrigen Klassen.

1 Stunde wöchentlich.—C. F. W. Betz.

Tertia.

Religion—A) Katechismus nach H. Schindler und Dr. J. Crüger. Siehe Quarta. Kombiniert mit Quarta.

2 Stunden wöchentlich—C. F. W. Betz.

A) *Kirchengeschichte*—(nach Dr. J. H. Kurtz). *Neuere* Kirchengeschichte (1517-1905). I. Periode (1517-1648.) Die Wittenberger Reformation. Luthers privates und amtliches Leben. Die Reformation in anderen Ländern. Entwicklung der lutherischen, reformierten, römischen und griechischen Kirchen. Der 30-jährige Krieg. II. Periode (1648-1905). Politische Stellung der beiden protestantischen Kirchen. Die innere Geschichte der lutherischen Kirche. Heidenmission. Schwärmer. Freidenker. Niederlagen der katholischen Hierarchie. Die anti-christliche Literatur. Staats- und Landeskirchentum. Neue Sekten. Praktisches Antichristentum.—Kombiniert mit IV.

2 Stunden wöchentlich.—J. A. W. Kirsch.

Deutsch—*A*) *Grammatik.* (nach dem Lehrbuch von Fr. Wetzel.) Syntax, zweiter Teil: Der zusammengesetzte Satz: 1. Die kopulative, adversative und kausale Satzverbindung. 2) Das Satzgefüge. Die Nebensatzarten: a. nach ihrer Stellung im Satzgefüge, b. nach ihrer grammatischen Form und c. nach ihrem Inhalt. Der verkürzte Nebensatz. 3. Der mehrfach zusammengesetzte Satz: a. der kettengliedrige, b. der stufengliedrige, c. der periodische Satz. Zu allen Satzarten schriftliche Beispiele. 4. Satzanalyse: mündlich und schriftlich. 5. Die Lehre von den Satzzeichen. B) *Lesen:* Die Prosastücke aus dem deutschen Lesebuch für Gymnasien von Dr. Muff: Abteilung für Tertia. C) *Aufsätze über folgende Themata:* 1. Die Hauptursachen der Christenverfolgungen in den ersten 3 Jahrhunderten. 2. Einiges über die Wunder Jesu. 3. Pietät gegen das Alter. 4. Es ist dafür gesorgt, dass die Bäume nicht in den Himmel wachsen. 5. Durch wiederholte Streiche fällt selbst die stärkste Eiche. 6. Das Satzgefüge. 7. Eine Hand wäscht die andere. 8. Rom ist nicht in einem Tag erbaut worden. 9. Was Hänschen nicht lernt, das lernt Hans nimmermehr. 10. Die Gaben der Erleuchtung. 11. Die sieben Bitten im hl. Vaterunser. 12. Wesen und Zweck der Beichte.

Alle drei Wochen eine Klassenarbeit.

3 Stunden wöchentlich.—C. F. W. Betz.

D) *Deklamation* (nach Muff für Ober-Tertia) folgender Gedichte: 1. Die Bürgschaft, Schiller. 2. Der Handschuh, Schiller. 3. Der Fischer, Goethe. 4. Kindergottesdienst, Gerok. 5. Das Gewitter, Lenau. 6. Das zerbrochene Ringlein, Eichendorff. 7. Frühlingsbotschaft, Heine. 8. Der Kuckuck, Gellert. 9. Die Uhr, Seidl.

10. Weihe der Nacht, Eichendorff. 11. Morgengebet, Eichendorff. 12. Erlkönig, Goethe. 13. Der Ring des Polykrates, Schiller. 14. Rheinweinlied, Claudius.

1 Stunde wöchentlich.—J. A. W. Kirsch.

Englisch—Combined with IV.

3 hours weekly.—N. K. Frick.

Lateinisch—A) *Grammatik* (Ellendt-Seyffert); Fortsetzung der Syntax. Gebrauch der Modi in Haupt- und Nebensätzen. Oratio obliqua. Verslehre. B) *Mündliche* und *schriftliche* Uebungen nach Ostermann für Tertia. Extemporalia. C) *Lektüre:* Cicero, In Catilinam I und II Rede. Ovid's Metamorphosen in Auswahl.

4 Stunden wöchentlich.—W. Ludwig.

Griechisch—A) *Grammatik* (Dr. Kaegi). Syntax: Wiederholung der Kasuslehre; Genera des Verbums. Modi in Haupt- und Nebensätzen. 1. Abhängige Aussagesätze. 2. Kausal-, 3. Frage-, 4. Konsekutiv-, 5. Final-, 6. Konditional-, 7. Temporal-, 8. Relativsätze. Die nominalen Verbalformen: 1. Der Infinitiv. 2. Das Particip. B) *Schriftliche* Uebungen nach Kaegi's Uebungsbuch II. C) *Lektüre:* Xenophon's Anabasis, II. und III. Buch. Odyssee, Buch V.

4 Stunden wöchentlich.—C. Betz.

Mathematics—A) Plane Geometry completed.

3 hours weekly.—N. K. Frick.

Geschichte—(Nach J. C. Andrä, Grundriss der Geschichte für höhere Schulen.) *Neuzeit,* 1517-1740. A) Zeitalter der Reformation und Gegenreformation. Die Ausbildung der Fürstenmacht. Philipp II. und die Niederlande. Frankreich im Zeitalter der Kirchenverbesserung. England im Zeitalter der Kirchenverbesserung. B) Zeitalter der absoluten Monarchie (1648-1789). 1. Zeitalter Ludwigs XIV. von Frankreich (1643-1715). 2. Zeitalter Peters des Grossen von Russland (1698-1725). 3. Emporkommen der brandenburg-preussischen Macht (1740).—Kombiniert mit IV.

2 Stunden wöchentlich.—C. Betz.

Geology.—Le Conte's Compend of Geology is used, dealing with dynamical, structural, and historical geology. Emphasis is laid upon dynamic geology and the Silurian Age as represented by the strata immediately about Rochester is briefly studied to give the student an insight into the methods of historical geology. Field-trips to the Genesee River gorge and falls and other points of geologic or physiographic interest are taken, and the general physiography of the region is noted. The economically most important

minerals are studied as to their nature, probable mode of formation and distribution.

2 hours lecture and recitation, 1 hour laboratory.

M. F. Thurston.

Gesang oder Turnen — Siehe Prima. Kombiniert mit den übrigen Klassen.

1 Stunde wöchentlich.—C. F. W. Betz.

Secunda.

Religion—A) Wiederholung des *Lutherischen Katechismus,* der fünf Hauptstücke nebst Haustafel. B) *Griechisches Neues Testament.* Lesen der epistolischen (im nächsten Jahre evangelischen) Perikopen des Kirchenjahres. C) Im Anschluss daran *Exegese.*—Kombiniert mit Prima.

1 Stunde wöchentlich.—J. A. W. Kirsch.

D) *Einleitung* in die heiligen Schriften des Alten und Neuen Testaments (nach Dr. Weber's Einleitung).—Kombiniert mit Prima.

2 Stunden wöchentlich.—J. A. W. Kirsch.

E) Im nächsten Jahre—anstatt Einleitung—kurzgefasste *Glaubenslehre, Sittenlehre* und *Symbolik* (nach Leimbach).

2 Stunden wöchentlich.—J. A. W. Kirsch.

F) Im nächsten Jahre. *Geschichte der Lutherischen Kirche in Amerika* (nach Neve).

1 Stunde wöchentlich.—J. A. W. Kirsch.

Deutsch—*A*) *Allgemeine Aufsatzlehre:* I. Abschnitt: Stofflehre. Gedankensammlung. Stoffquellen: Unterricht, Lektüre, Zitate, eigene Beobachtung und Erfahrung, Meditation oder eigenes Nachdenken. Aufzeichnung des gefundenen Stoffes. Die Lehre vom Thema nach Inhalt und Form. II. Abschnitt: Dispositionslehre. Die Anordnung des Stoffes oder der Plan: 1. Von der Disposition im allgemeinen. Leitende Grundsätze bei der Disposition, deren Eigenschaften und Arten. 2. Von der Disposition im besonderen: Die Hauptteile der Disposition: Einleitung, Ausführung und Schluss. Einige Musterbeispiele für Dispositionen. III. Abschnitt: Stillehre im engeren Sinn. A) Allgemeine Eigenschaften des Stils: 1. "Grammatische": Sprachreinheit und Sprachrichtigkeit. 2. "Logische": Klarheit, Bestimmtheit (Schärfe, Präzision) und Einheit. 3. Die "ästhetischen" Eigenschaften des Stils: Reinheit und Vollständigkeit des Ausdrucks, Kürze der Darstellung, Schönheit des Stils, Wohlklang, Würde, Natürlichkeit, Neuheit und

Lebendigkeit. B) *Figuren:* Alliteration, Assonanz, Wiederholung. Steigerung, Gegensatz, Kontrast, Paradoxon, Polysyndeton, Asyndeton. C) *Tropen oder Bilder:* Metonymie, Metapher, Allegorie, Synekdoche, Hyperbel, Personifikation, Periphrase, Allusion, Ironie. D) *Die verschiedenen Arten des Stils.*

1 Stunde wöchentlich.—C. F. W. Betz.

B) Aufsätze über folgende Themata: 1. Die Macht des guten Beispiels. 2. Luther, der grösste Pädagoge seiner Zeit. 3. Eintracht giebt Stärke. 4. Held Siegfried, ein echter deutscher Charakter. 5. Schweigen zur rechten Zeit ist eine Kunst, die keinen reut. 6. Allgemeines über Lektüre. 7. Wahre Bildung macht bescheiden. 8. Kaiser Augustus und Karl der Grosse. 9. "Liebst du das Leben, so vergeude die Zeit nicht, denn sie ist der Stoff, aus dem das Leben gemacht ist." (Benjamin Franklin.) 10. Welche Pflichten haben wir bezüglich der uns von Gott verliehenen Anlagen? Alle 3 Wochen eine Klassenarbeit.

1 Stunde wöchentlich.—C. F. W. Betz.

C) *Deklamation,* nach Dr. Kluge's Auswahl deutscher Gedichte): Siehe Prima.—Kombiniert mit I.

1 Stunde wöchentlich.—J. A. W. Kirsch.

D. Deutsche Literaturgeschichte.—(Dr. H. Kluge, Geschichte der deutschen Nationalliteratur:) 1—7. Periode.—Siehe Prima.—Kombiniert mit I.

2 Stunden wöchentlich.—J. A. W. Kirsch.

English—Combined with I.

3 hours weekly.—N. K. Frick.

Lateinisch—A) *Grammatik* (Ellendt-Seyffert). Beendigung und Wiederholung der Grammatik. B) *Mündliche* und *schriftliche* Uebungen nach Ostermann V. Extemporalia. C) *Lektüre:* Virgil, Aeneis, Buch I, II. Livius, Buch XXII.

3 Stunden wöchentlich.—W. Ludwig.

Griechisch—*Lektüre:* A) Homer, Odyssee, Bücher VI, VII, VIII. B) Herodot, mit Auswahl. C) Sophocles, Antigone, mit Auswahl. 3 Stunden wöchentlich.—C. Betz.

Mathematics—*Solid Geometry* (Betz & Webb): Models are constructed to illustrate the general theories discussed in the classroom.

3 hours weekly.—N. K. Frick.

Geschichte—*Neuzeit* (1740—Gegenwart nach Andrä, Grundriss der Geschichte): Siehe Prima.—Kombiniert mit Prima.

Chemistry—(Newell's Descriptive Chemistry). Elementary inorganic chemistry covering the topics ordinarily dealt with in an introductory course.

4 hours recitation, 1 hour laboratory weekly.
M. F. Thurston.

Biology—This course consists of lectures only in which the real significance of the phenomena of living things, both plant and animal is considered under such headings as The Physical Basis of Life, Development, and Growth, The Various Phases of Animal Behaviour, Reproduction,—as manifested in the simplest unicellular organism to the highest mammal, etc. The doctrine of evolution and the various principles considered operating under it are explained. Evidence and the theories of evolution based on this evidence are presented and the student is allowed to weigh the same and pass judgment himself. Heredity and inheritance and the principles and laws involved are especially emphasized.

2 hours weekly.—M. F. Thurston.

Logic— Creighton's Introductory Logic.—See Prima.—Combined with I.

1 hour weekly.—W. Ludwig.

Psychology—The Principles of Psychology (Briefer Course) by William James.—See Prima.—Combined with I.

1 hour weekly.—W. Ludwig.

Philosophy—History of Philosophy, next year instead of Logic and Psychology.

2 hours weekly.—W. Ludwig.

Gesang oder Turnen—Kombiniert mit den übrigen Klassen.
1 Stunde wöchentlich.—C. F. W. Betz.

Prima.

Religion—A) *Lutherischer Katechismus.* Wiederholung des Enchiridion nebst Haustafel.—B) *Griechisches Neues Testament.* Lesen der epistolischen (im nächsten Jahr evangelischen) Perikopen des Kirchenjahres.—C) Daran anschliessend Exegese.—Kombiniert mit Secunda.

1 Stunde wöchentlich.—J. A. W. Kirsch.

D) *Einleitung* in die heiligen Schriften des Alten und Neuen Testamentes (nach Dr. Weber's Einleitung).—Kombiniert mit Secunda.

2 Stunden wöchentlich.—J. A. W. Kirsch.

E) *Glaubenslehre, Sittenlehre* und *Symbolik,* in kurzer Fassung (nach Dr. Leimbach), im nächsten Jahre, anstatt Einleitung.

F) *Geschichte der Lutherischen Kirche in Amerika* (nach Dr. Neve), im nächsten Jahre.

Deutsch—*A*) *Aufsätze:* Behandelt wurden im letzten Schuljahr folgende Themata: 1. Missachte nicht die kleinen Dinge im Leben; denn durch sie gelangt man zu den grossen. (von Scribe.) 2. Die Wartburg, eine Stätte heiliger, nationaler Erinnerungen. 3. Der Minnegesang und seine Bedeutung. 4. Kriemhilde und Gudrun. (Ein Vergleich.) 5. Welcher Gewinn erwächst uns aus einem vertrauten Umgang mit der Natur? (in Redeform). 6. Das Studium der Geschichte, ein ideales und praktisches Bildungsmittel für Studenten der Theologie. 7. Ordalien oder Gottesurteile (in Redeform). 8. Immer strebe zum Ganzen, und kannst du selber kein Ganzes werden, so schliess' als dienendes Glied an ein Ganzes dich an! (Goethe und Schiller.) (In Redeform.) 9. Das Leben ist ein Kampf: darum rüste dich! (in Form einer Abiturientenrede.) 10. Die Dichtkunst, eine Bildnerin der Menschheit. *B*) *Klassenarbeiten:* Wöchentlich eine Klassenarbeit über Themata aus der Religion, Literatur, Kirchen- und Weltgeschichte, etc. Einige Stunden wurden auf notwendige Repetitionen verwandt.

2 Stunden wöchentlich—C. F. W. Betz.

C) *Deklamation* (nach Dr. H. Kluge, Auswahl deutscher Gedichte) folgender Gedichte: 1. Das neue Lied, Herder. 2. Der Graf von Habsburg, Schiller. 3. Des Knaben Berglied, Uhland. 4. Der Wirtin Töchterlein, Uhland. 5. Wanderschaft, Müller. 6. Christnacht, Prutz. 7. Das Veilchen, Goethe. 8. Frauengrösse, Rittershaus. 9. De Koppweihdag, Reuter. 10. Zum neuen Jahr, Gerok. 11. Der gerettete Jüngling, Herder. 12. Spielmannslied, Geibel. 13. Das Lied von der Glocke, Schiller. 14. Wohin? Sturm. —Kombiniert mit Secunda.

1 Stunde wöchentlich.—J. A. W. Kirsch.

D) *Deutsche Literaturgeschichte.*—(Dr. H. Kluge, Geschichte der deutschen Nationalliteratur.) Einleitendes über den indogermanischen Sprachstamm; der germanische Stamm und seine Dialekte. Das Hochdeutsche und die zweite Lautverschiebung. 1. Periode: Von der ältesten Zeit bis auf Karl den Grossen, 800 n. Chr. 2. Periode: Von Karl dem Grossen bis zum Anfange des 12. Jahrhunderts, 800—1100. 3. Periode: Erste Blütezeit unserer deutschen Literatur, 1100—1300. Blüte des Volksepos, des ritterlichen und höfischen Epos, der höfischen Lyrik. 4. Periode: Entwicklung der Poesie in den Händen des Bürger- und Handwerkerstandes, 1300—1500. 5. Periode: Die deutsche Literatur im Zeitalter der Reformation, 1500—1624; Luther, von Hutten, Hans

Sachs, Fischart, etc. 6. Periode: Die Poesie in den Händen der Gelehrten oder die Periode der Nachahmung, 1624—1748. 7. Periode: Zweite Blütezeit unserer deutschen Literatur. Anfang: Klopstock, Wieland, Göttinger Dichterbund.—*Gelesen in der Klasse:* Wilhelm Tell; Die Jungfrau von Orleans, Lesen der in Kluge's Sammlung gebotenen Gedichte.—Von Lessing bis zur Gegenwart, im *nächsten Jahre.*—Kombiniert mit Secunda.

2 Stunden wöchentlich.—J. A. W. Kirsch.

English—A) *History of English Literature* (Halleck). This course is a study of the important literary periods from 449 A. D. to 1700. The Elizabethan, the Puritan, and the Restoration ages are given the most attention. The masterpieces of Chaucer, Spenser, Bacon, Shakespeare, Milton, Dryden, and Bunyan are discussed. The course for 1918-19 will embrace the history of English Literature after 1700.

B) *Literature:* 1. Shakespeare's Hamlet; 2. Manly, English Prose Selections; 3. Manly, English Poems. During the entire course the six most important dramas of Shakespeare are read intensively for their human interest.

C) *Rhetoric and Composition* (Phillips' Effective Speaking): The laws of effective composition are discussed with direct reference to the needs of the public speaker. The student applies these laws in extemporaneous speaking before the class, and also in a number of written themes. Each student is required to commit to memory and deliver a carefully written oration, which is analyzed in connection with a practical discussion of the oration.

3 hours weekly.—N. K. Frick.

Lateinisch—A) (Ellendt-Seyffert und Ostermann V). *Lektüre:* Virgil, Aeneis, lib. II, III. Tacitus, Agricola. Horaz, Oden. B) *Geschichte* der römischen Literatur.

2 Stunden wöchentlich.—W. Ludwig.

Griechisch—*Lektüre:* Homer, Illias I B, 1-2, Plato, Apologie. Demosthenes, I Philippica, Sophocles, Antigone v. v. 1-530.

Griechische. Literaturgeschichte nach Jebb.

3 Stunden wöchentlich.—C. Betz.

Mathematics—A) *Plane Trigonometry* (Robbins).

B) *Spherical Trigonometry.*

C) *Advanced Mathematics:* As far as time permits, the general principles of the higher mathematics usually studied in specialized courses will be presented to the student in non-technical language.

2 hours weekly.—N. K. Frick.

Geschichte—(Nach Andrä, Grundriss der Geschichte für höhere Schulen): *Neuzeit*, 1740 bis Gegenwart. 1. Zeitalter Friedrichs des Grossen. Die Erhebung Preussens zur Grossmacht, 1740-86. II. Das Zeitalter der französischen Revolution, Napoleons I. und der Freiheitskriege, 1786-1815. III. Die Gründung der Nationalstaaten und des Verfassungslebens. A) Zeit vom Wiener Kongress bis zur Revolution von 1848; B) Revolution von 1848; C) Entwickelung des Kulturlebens, 1815-51; D) Die Zeit von der Wiederherstellung des deutschen Bundes bis zur Errichtung des neuen deutschen Reiches, 1852-71. IV. Das Aufkommen der Weltmächte an Stelle der europäischen Grossmächte, die Befestigung des deutschen Reiches und seiner Weltmachtstellung, 1871-90. Fragen der Gegenwart.—Kombiniert mit Secunda.

2 Stunden wöchentlich.—C. Betz.

Physics—(Black & Davis' Practical Physics). An introductory course including Elementary Mechanics, Sound, Heat, Light, Electricity and Radioactivity.

4 hours recitation, 1 hour laboratory weekly. M. F. Thurston.

Astronomy—The text-book used as a basis in this course is the Elements of Astronomy by Simon Newcomb. The planetarium, representing in miniature the solar system, is used to advantage in explaining the relative positions and motions of the heavenly bodies. The principal stars and constellations are pointed out during several evening hours. The purpose of this course in Astronomy is to enable the student to view the mighty structure of the Universe with greater intelligence, to increase the field of human contemplation and to enkindle a spirit of devotion to the Almighty Architect of the heavens. 2 hours weekly.—M. F. Thurston.

Logic—Creighton's Introductory Logic.—Syllogism. Fallacious reasoning. The problem of induction, etc.—Combined with II.

1 hour weekly.—W. Ludwig.

Psychology—The principles of Psychology (Briefer Course) by William James.—Special attention is given to such practical issues as: Habit; the Self; attention and free will; memory; emotion, etc.—Combined with II. 1 hour weekly.—W. Ludwig.

Philosophy—*History of Philosophy:*—Will be taken up next year, 2 hours weekly, instead of Logic and Psychology.

2 hours weekly.—W. Ludwig.

Gesang—Choräle, Volks- und Vaterlandslieder, etc., mit den übrigen Klassen kombiniert.

Turnen—Bei günstiger Witterung Freiübungen.

1 Stunde wöchentlich.—C. F. W. Betz.

Alumni.

1885.

Pastor Francis Hoffmann ..... Utica, N. Y.

1886.

Pastor Wm. Arndt ..... Webster, N. Y.
" Louis Breu ..... Cuba.
" Gustavus Doering ..... Jersey City, N. J.
" Herman Meyer ..... Brooklyn, N. Y.

1887.

Pastor Emil Meyer .....†.....————

1889.

Pastor Ernest Bachmann, D. D. ..... Philadelphia, Pa.
" Paul Becker .....†.....————
" George M. Bock ..... Lancaster, N. Y.
" Ernest Heyd ..... Rochester, N. Y.
" Robert Vorberg ..... Marietta, O.

1890.

Pastor Paul Baehnisch ..... Langenburg, Sask., Can.
" Louis Happ ..... Brooklyn, N. Y.
" Carl Mader .....†.....————
" Austin H. Roeder ..... Rochester, N. Y.
" John Weyl, A. M..... New York City.
Herr Carl Wannärke .....————
" Paul Weller .....————
Pastor Theophilus Zuber ..... Weissport, Pa.
" Conrad Zarnke ..... Desboro, Ont.

1891.

Pastor Herman Ruphoff ..... Grand Island, Neb.

1892.

Pastor Frederick Bosch ..... New York City.
" George Drach ..... Philadelphia, Pa.
" Augustus Fischer ..... Scranton, Pa.
" William Junge ..... New York City.
" Oscar Krauch ..... Buffalo, N. Y.

1893.

Pastor Henry Erbes ..... Rochester, N. Y.
" Albert Heyd ..... Lyons, N. Y.
" Christian Krahmer ..... Pittsford, N. Y.
" Julius Reichardt ..... Wilkes-Barre, Pa.
Herr Alfred Stoeckius ..... New York City.
Pastor Carl Streich ..... Shamokin, Pa.

1894.

Pastor Carl Betz, B. A..... Rochester, N. Y.
Prof. William Betz, B. A., A. M..... Rochester, N. Y.
Pastor Herman Brezing ..... Niagara Falls, N. Y.
" Albert Steinhäuser, D. D..... Allentown, Pa.
" Frederick Sutter ..... Tompkinsville, S. I., N. Y.
Herr Louis Tuerke ..... Buffalo, N. Y.
Pastor Herman Wahrmann ..... Lock Haven, Pa.
" Reinhold Schmidt ..... Harrisburg, Pa.

1895.

Pastor Frederick Behnke ..... Newburgh, N. Y.
" J. George Blaesi ..... Brooklyn, N. Y.
" William C. Drach ..... Buffalo, N. Y.
" Theodore Hoffmeister ..... Farnham, N. Y.
" Louis Mayle ..... ————
" John C. Reichert ..... Buffalo, N. Y.
" Gustavus Poensgen .....†.... ————
" Carl B. Schuchard ..... Brooklyn, N. Y.
" Henry C. Wasmund ..... Brooklyn, N. Y.

1896.

Pastor Gustav Fechner ..... Middletown, N. Y.
" Fred. Frank ..... New Castle, Pa.
" Henry Fresemann ..... Germantown, Phila.
" William Heyer ..... Treverton, Pa.
" Herman Strassburger .....†.... ————
Herr Carl Valentin ..... ————

1897.

Pastor Fred. A. Bavendam ..... Jersey City, N. J.
Prof. Gottlieb Betz, Ph. D..... Univ. of Pa., Philadelphia, Pa.
Pastor Philip Kirchner ..... Reading, Pa.
" John Lehmann ..... Gardenville, N. Y.
" Ernest Neudoerffer ..... Tadepalligudem, India.
Herr Julius G. Schulz ..... ————
Pastor William Trebert ..... Rochester, N. Y.

1898.

Pastor Henry Beiderbecke ..... Lyons, N. Y.
Prof. George Hartwig ..... Bellingham, Wash.
Pastor Theo. Palleske ..... Ravena, N. Y.
" Theodore Posselt ..... New York City.

1899.

Pastor Henry Freimuth ..... Liberty, N. Y.
" Carl Intemann ..... Brooklyn, N. Y.
" Martin Lorenz ..... Waterbury, Conn.
" Chas. Ziegelbrier ..... Wilkes-Barre, Pa.

1900.

Pastor Edwin Boettger ..... Buffalo, N. Y.
" Oscar Braune ..... Newark, N. J.
" Frederick B. Clausen ..... Brooklyn, N. Y.
" Paul Kasten ..... Watertown, N. Y.
" William L. Siebert ..... Newark, N. J.

1901

Herr Henry Betz, A. M. ..... Rochester, N. Y.
" William Intemann ..... Brooklyn, N. Y.
Pastor Walter Pestke ..... ————

1902

Pastor Andrew Bachofer ..... Pittston, Pa.
" Charles F. Dapp, Ph. D..... Philadelphia, Pa.
" Theo. G. Hartwig ..... Columbia, S. C.
" August F. A. Neudoerffer ..... Rajahmundry, India.
" Frederick W. Schaefer ..... New York City, N. Y.
" Walter C. G. Veit ..... Easton, Pa.

1903

Herr Otto Becker ..... Buffalo, N. Y.
Prof. Frederick Betz, B. A., A. M..... Rochester, N. Y.
Pastor Yost Brandt ..... Albany, N. Y.
" William Geiger ..... Wapwallopen, Pa.
" Otto L. Schreiber, Ph. D..... Lynchburg, Va.
" Conrad Wilker ..... Medford, Ore.

1904

Herr Edward Quade ..... ————
Pastor Emil Weber ..... Yonkers, N. Y.
" Hugo Wendel ..... Trenton, N. J.
" John Wittekind ..... Syracuse, N. Y.
" Oscar V. Werner ..... Rajahmundry, India.
" John H. Stelljes ..... Smithville, L. I., N. Y.

1905

Pastor August C. Blunk ..... Portchester, N. Y.
" John Dimpfl ..... Dunkirk, N. Y.
Herr Hugo Perdelwitz ..... New York City.

1906

Pastor Herman F. Miller ..... Buffalo, N. Y.

1907

Prof. Albert Helmkamp, B. A..... Pittsford, N. Y.
" Ralph Helmkamp, B. A..... Rochester, N. Y.

1908

Prof. Herman Betz, B. A., A. M..... Uni. of Mich., Ann Arbor, Mich.
Pastor Conrad Blunk ..... Blossom, N. Y.
" Henry C. Meyer ..... Englewood, N. J.

1909

Pastor Henry B. Dickert ..... Canajoharie, N. Y.
Herr Richard Hopf ..... Stapleton, St. I., N. Y.
Pastor William Hulsberg .....†..... ————

1910

Pastor Siegmund von Bosse ..... Wilmington, Del.
" Arnold Keller ..... New Haven, Conn.
" William Meyer ..... Hempstead, N. Y.

1911

Herr William Berkemeier ..... Poughkeepsie, N. Y.
Pastor Walter Grunow ..... Asbury Park, N. J.
" Herman A. Meyer ..... New Springville, N. Y.
" Franz Posselt ..... Port Jervis, N. Y.
" George J. V. Schorling ..... Jeffersonville, N. Y.
" E. Albert Sievert ..... Victoria, Tex.
" Frederick Vogt ..... Utica, N. Y.
Herr Walter Weidhaas ..... Greiz, Deutschland.
" Herman Weigand, B. A..... Brodhagen, Ont.

1912

Pastor Ralph M. Dürr ..... Floral Park, L. I., N. Y.
" Otto Michelson ..... Brooklyn, N. Y.
" Frederick W. Schott ..... Elizabeth, N. J.

1913.

Pastor Harry Corleis ..... Ellenville, N. Y.
" Robert Ischinger ..... Boyertown, Pa.
" William Reumann ..... Shenandoah, Pa.

1914

Pastor Henry C. Egner.....Verona, N. Y.
" Emanuel W. Hammer .....Greenport, L. I., N. Y.
" Frederick G. H. Hasskarl .....Bridgeton, N. J.
" Louis G. Hause .....Magnolia, N. J.
" Rudolph F. W. Krauch .....Fort Plain, N. Y.
" Behrend Mehrtens .....Rockville Centre, N. Y.
" Walter M. W. Ruccius .....Lynbrook, N. Y.
Herr Louis Schmidtkonz .....Kingston, N. Y.
Pastor Herbert L. Siegner .....Ottawa, Ont., Can.
" Oscar J. Warnath .....Ridgway, Pa.

1915

Clarence L. Braun .....Niagara Falls, N. Y.
Frank F. Eberhardt .....Wartburg, Mt. Vernon, N. Y.
William F. P. Hudaff .....Brooklyn, N. Y.
Heinrich A. Kropp .....Brooklyn, N. Y.
John W. Schmitthenner .....Tamaqua, Pa.
Frank P. C. Welkner .....Buffalo, N. Y.

1916

Frederick C. G. Becker .....Rochester, N. Y.
Rudolph W. F. Brenner .....Baden, Ont., Can.
Frederick D. Haffner .....Brooklyn, N. Y.
Arthur H. Sachs .....Rochester, N. Y.
Hermann F. J. Vesper .....Brooklyn, N. Y.
John H. Wolfenberg .....Kitchener, Ont., Can.

1917

Leo F. Duerr .....Buffalo, N. Y.
Paul E. Porath .....Erie, Pa.
Frederick E. Reissig .....Penn Yan, N. Y.
Kurt P. Saleski .....†.....Meriden, Conn.
August F. Schmitthenner .....Tamaqua, Pa.

PRIMA 1917—1918

Obere Reihe: Wm. J. Hoebel, Herbert A. Bosch, Bernhard Bohrer, Edgar W. L. Krauch, John M. Schedler, Herbert H. Kohls
Untere Reihe: George R. F. Tamke, Frederick J. Melville, Carl W. Fleischer

Studenten.

Prima.

Bernhard Bohrer ..... Poughkeepsie, N. Y.
Herbert A. Bosch ..... New York City, N. Y.
Carl W. Fleischer ..... Wartburg, Mt. Vernon, N. Y.
*Arthur J. Greenagel ..... Lyons, N. Y.
William J. Hoebel ..... Buffalo, N. Y.
Herbert H. Kohls ..... Pembroke, Ont., Can.
Edgar W. L. Krauch ..... Buffalo, N. Y.
Frederick J. Melville ..... Wartburg, Mt. Vernon, N. Y.
John M. Schedler ..... New Hamburg, Ont., Can.
George R. F. Tamke ..... Wartburg, Mt. Vernon, N. Y.

Secunda.

Otto M. A. Grunow ..... Pittsfield, Mass.
Frederick W. Grunst ..... Rochester, N. Y.
Karl Nutzhorn ..... Englewood, N. J.
Friedrich W. E. Teichmann ..... Brooklyn, N. Y.

Tertia.

Harold T. A. Keinitz ..... Meriden, Conn.
*Herman Chas. Reichert ..... Wartburg, Mt. Vernon, N. Y.
Conrad Reisch ..... Plantsville, Conn.

Quarta.

Samuel Boerstler ..... Johnstown, Pa.
John Sowa ..... Reading, Pa.

Quinta.

John M. Joslyn, Jr. ..... Lyons, N. Y.
†Herman A. Kohls ..... Rochester, N. Y.
Lewis C. Matzinger ..... Liberty, N. Y.
†Frederick J. Sauer ..... Buffalo, N. Y.
Carl Strobel ..... Mount Vernon, N. Y.
John M. Strodel ..... Buffalo, N. Y.
Elmer Suhr ..... Kendall, N. Y.

Sexta.

John Bauchmann ..... Meriden, Conn.
John Frederick Heissenbuttel ..... Middletown, N. Y.
Rufus Leeper ..... Rochester, N. Y.
Arthur Pfohl ..... Buffalo, N. Y.

John H. Wolfenberg 1916 (Spezialstudien während des Schuljahres 1917–1918.)

* In die Armee eingetreten.
† Im Laufe des Jahres ausgetreten.

Zur Information.

I. Der Name des College.

Der Name "Wagner Memorial Lutheran College" wurde unserem College vom Verwaltungsrate gegeben, um dankbar anzuerkennen, dass Herr John G. Wagner nebst Gattin, Glieder der evang.-luth. Zions-Gemeinde in Rochester, das College-Gebäude geschenkt hatten zum Andenken an ihren verstorbenen Sohn George, der ein Diener des Herrn hatte werden wollen.

II. Der Zweck des College.

Fromme und begabte junge Männer durch gründlichen Unterricht in den alten Sprachen, in allen nötigen wissenschaftlichen wie religiösen Fächern, besonders aber im Deutschen und Englischen so heranzubilden, dass sie später befähigt seien, in beiden Sprachen, wenn es nötig ist, unseren Gemeinden Christum den Gekreuzigten und Auferstandenen zu predigen: Das ist der Hauptzweck unseres Wagner College. Der sechsjährige Kursus ist, mit Anpassung an die amerikanischen Verhältnisse, dem neunjährigen deutschen Gymnasialkursus nachgebildet.

III. Leitung des College.

Das College ist Eigentum des New York Ministeriums. Dem von ihm erwählten Verwaltungsrate liegt die äussere Leitung der Anstalt ob. Die von dieser Behörde berufene Fakultät, an deren Spitze der Direktor steht, lässt sich den Unterricht und die **Erziehung** der Studenten mit allem Fleisse angelegen sein. Die Leitung der inneren Angelegenheiten liegt in den Händen des Direktors.

IV. Studenten.

Wegen Aufnahme melde man sich beizeiten bei dem Direktor, bringe ein Schulzeugnis, ein Gesundheitsattest vom Arzt, sowie ein Charakterzeugnis von dem Pastor und stelle sich mit Eröffnung des College zu einem Examen vor der Fakultät, um einer der Klassen zugeteilt zu werden. Sextaner sollten bei ihrem Eintritt 14—16 Jahre alt, konfirmiert sein und den folgenden Eintrittsbedingungen entsprechen können.

Eintrittsbedingungen.

Religion: Katechismus, deutsch oder englisch, Biblische Geschichte, Biblische Geographie.

Deutsch: Lesen und Schreiben.

Englisch: Fair proficiency in grammar, spelling, and composition. Rhetoric covering narration, description, unity and coherence in sentences, punctuation, capitalization and paragraphing. Reading of 10 books of any reliable prescribed course.

Mathematics: Elementary algebra to square root.

History: United States History.

Natural Sciences: Biology or elementary physiology, botany and zoology.

Zeugnisse werden den Studenten ausgestellt am Schluss des 1. und 3. Termins. Schriftliche Prüfungen werden am Schluss des 3. Termins gehalten. Wir rechnen 40 Schulwochen, teilen die Schulzeit in 3 Termine: Herbst-, Winter- and Frühlingstermin. Ferien sind in den Monaten Juli und August, kurze Pausen zu Weihnachten und Ostern.

Gewissenhaftes, strenges Einhalten der Hausordnung wird von den Studenten gefordert, freundliches, christlich-anständiges Betragen erwartet, liebevolle und ernste Zucht wird gehandhabt.

V. Kosten.

Für Kost, 40 Wochen, a $2.50	$100 00
Unterricht	40 00
Zimmermiete, pro Jahr	10 00
Heizung	4 00
Beleuchtung	3 00
Contingent Fee	1 00
	$158 00

Söhne von Pastoren und Lehrern zahlen für den Unterricht $20.00, Studenten aus der Stadt für Heizung $2.00. Die Rechnungen werden ausgestellt und sind zahlbar am Anfang jedes Termins. Für Ausstattung des Zimmers mit Bett, Tisch, Stuhl, Studierlampe, Bücherregal, Bettzeug, auch für Handtücher und Wäsche, sorgt jeder Student selbst.

VI. Erhaltung des College.

Von den Zahlungen der Studenten allein können die Ausgaben des College nicht bestritten werden. Wie alle kirchlichen Colleges, ist auch das Wagner College von den Beiträgen der Gemeinden abhängig. Wir müssen darum unsere Pastoren, Kirchenräte und Gemeinden immer wieder bitten:

1. Liebe Brüder, **werdet nicht müde**, unser Wagner College mit reichlichen Liebesgaben an Geld und Naturalien zu bedenken!
2. **Schickt uns Studenten!** Christi Befehl "Gehet hin in alle Welt und lehret alle Völker" etc. praktisch auszuführen, ist Ziel und Zweck dieser Lehranstalt. Pastoren, Schullehrer und Lehrer in Sonntagsschulen, seht euch emsig um nach tüchtigen, begabten und frommen Knaben, die ihr uns schicken könntet! Wie gross und reif ist das Feld der Mission unter unseren Glaubensgenossen in den Vereinigten Staaten und Canada! **Sendet Arbeiter aus in den Weinberg des Herrn!**
3. **Gedenket unseres College in eurem Testamente!** Wir haben bis jetzt über keine grossen Fonds zu verfügen. Fürwahr, ein Gott gefälliges Werk wäre es, wenn Ihr Väter und Mütter bei der Ausfertigung Eures Testamentes dieser Anstalt gedenken wolltet. Solche Werke, aus Liebe zum Herrn getan, kommen hinauf in das Gedächtnis vor Gott!
4. **Wer stiftet** für sich oder ein Glied seiner Familie ein frommes Gedächtnis durch **Fundierung einer unserer Professuren? Wer fundiert** das Amt des Direktors? Wer fundiert die deutsche, die englische, die lateinische, die griechische, die naturwissenschaftliche Professur?
5. Wir bitten: Liebe Brüder, betet für unser College und für die, die daran arbeiten! **Die Arbeit an Studenten, den zukünftigen Dienern Jesu Christi, ist die wichtigste im grossen Haushalte der christlichen Kirche.** Bedenket das und stärket nusere Hände!

Mit herzlichem Grusse an alle Freunde des College und mit herzlichem Danke für das bisher bewiesene Interesse.

J. A. W. KIRSCH,

Direktor.

DAS LABORATORIUM

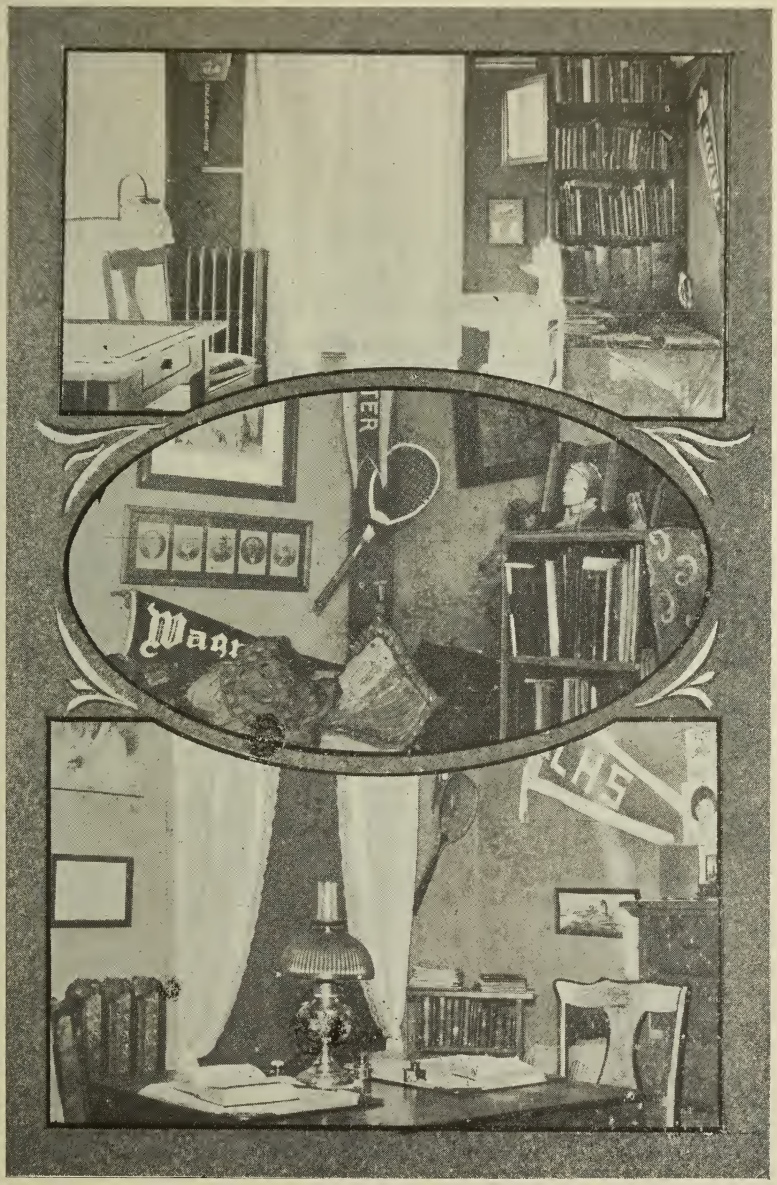
Unsern herzlichsten Dank

sprechen wir hiermit aus:

a) Herrn Dr. Med. Geo. W. Bachmann, unserem College- Arzte, für gelegentliche unentgeltliche und erfolgreiche Behandlung erkrankter Studenten;

b) Für gütige Uebersendung folgender Zeitungen und Schriften durch die betr. Redaktionen:

Deutscher Lutheraner. (4.)
Siloah. (4.)
The Lutheran.
Lutherische Kirchenzeitung.
The Messenger.
Germania, Milwaukee.
Theol. Zeitblätter und
Theol. Magazine, Columbus.
Missionsbote. (6.)
The Home Missionary.
Lutheran Standard.
Iowa Kirchenblatt.
Young Folks.
Luther League Review.
The Lutheran Church Review.
Der Diakonissen-Freund. (2.)
The Foreign Missionary.
The Jewish Missionary.
The Lutheran Mission Worker.



Studentenstuben.

Form eines Vermächtnisses.

"I give, devise and bequeath to THE WAGNER MEMORIAL LUTHERAN COLLEGE, an institution of learning, located at Staten Island, N. Y., the sum of

_____ Dollars

(if real estate, a description of the property) for the general purpose of the College."

BEMERKUNG: Ein Vermächtnis ist nur dann gesetzlich gültig, wenn es 60 Tage vor dem Tode des Erblassers ausgestellt ist und wenn es der Testator unterzeichnete vor 2 Zeugen, die das Testament auch unterschrieben in Gegenwart des Testators, sowie in beiderseitiger Gegenwart.

W12H
1918/19

Wagner Memorial Lutheran College

1919

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NEW YORK CITY

Wagner Memorial Lutheran Coll.
Catalog
1918-19

Catalogue

OF

Wagner Memorial Lutheran College

1918-1919

STATEN ISLAND

NEW YORK CITY

THE BOARD OF TRUSTEES

Rev. Frederick Sutter, President.

Rev. H. C. Wasmund, Vice-President.

Rev. Theodore O. Posselt, Secretary.

Rev. A. H. Holthusen, Financial Secretary.

Mr. M. Wulff, Treasurer.

Rev. A. Schmidtkonz, Rev. Oscar Krauch, Rev. J. Dewald,
Rev. J. A. Weyl, Rev. A. F. Keller, Mr. Theodore
Roehrs, Mr. E. C. Meurer, Mr. E. C. Muncke.

THE FACULTY

Rev. Adolf H. Holthusen, A.M., President,
Professor of Religion.

Rev. W. Ludwig, Secretary of the Faculty,
Professor of Latin, Philosophy, Psychology and Logic.

Rev. George C. F. Haas, D.D.,
Professor of French and Astronomy.

Rev. E. C. Metzenthin, Ph. D.,
Professor of German and Greek New Testament.

Traugott Boehme, Ph. D.,
Professor of Greek and History.

Rev. Warren J. Ellis, A.M.,
Professor of English and Natural Sciences.

C. C. Stoughton,
Professor of English and Mathematics.

Frank Wisch, M. S.,
Professor of Natural Sciences and Higher Mathematics.

COLLEGE ADMINISTRATION

The College is the property of the Evangelical Lutheran New York Ministerium. The Board of Trustees carries on the work in the spirit of the New York Ministerium. The Board appoints the Faculty and is constantly in touch and consultation with it. The administration of the College and Preparatory Department with their subsidiary departments lies in the hands of the President of the College.

CALENDAR, 1918-1919

First Term: September 18th to December 21st, 1918.
Christmas Recess, December 21st, 1918, to January 5th, 1919.

Second Term: January 6th to March 29th, 1919.
Easter Recess, April 11th to 21st, 1919.

Third Term: April 1st to June 11th, 1919.
Commencement Exercises, June 10th, 1919,
in the Lutheran Church, Stapleton, S. I.
Baccalaureate Service, June 11th, 1919.
The Rev. Dr. F. H. Knubel preached the sermon in St. Paul's
Lutheran Church, New York City.

CALENDAR, 1919-1920

First Term: September 10th (10 A. M.) to December 19th, 1919.
Christmas Recess, December 21st, 1918, to January 6th, 1919.

Second Term: January 5th to March 26th, 1920.
Easter Recess, March 26th, 1920, to April 6th, 1920.

Third Term: April 6th to June 9th, 1920.
Baccalaureate Service, June 6th, 1920.
Commencement Exercises June 9th, 1920.
(These dates are subject to change.)

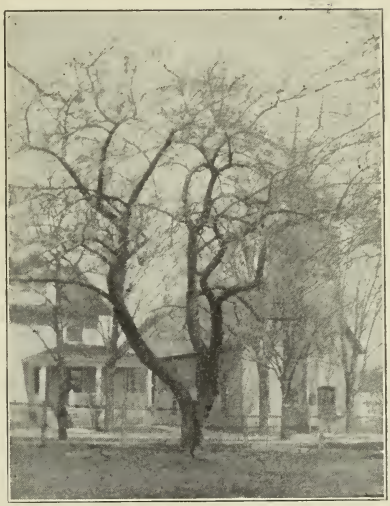
Reports are given at the end of each term.
Tests are given during each term.
The year closes with the final written examinations.

College Colors: Green and White.
College Motto: "This one thing I do." Phil. 3:13.

A SHORT HISTORY OF WAGNER COLLEGE.

By a Student

When the fact is considered that the greatest educational institutions of our country look back upon more than two centuries of history, Wagner's thirty-six years seem like a short period of time. On the other hand, when the matter is considered from the standpoint of the individual, it is seen that it covers the span of more than a generation. Although exceeded by some institutions in the matter of age, she is not a mere infant in the educational realm.



The Old Apple Tree

The old apple tree in the marginal cut still standing in the old parsonage grounds at Pittsford, N. Y., is intimately connected with the founding of our Alma Mater. If it could speak, its account of the very dawn of the idea to establish the school would surpass, in intensiveness and detail, that of any person now living. It was in its shade that the venerable patriarchs, who in 1918 passed out of this life within a few hours of each other, the Rev. Alexander Richter and the Rev. George H. Gomph, D. D., often met to discuss the project which was so dear to the hearts of both. It is of the result of those informal conferences and of the labors of other pastors devoted to the same cause that we desire to speak.

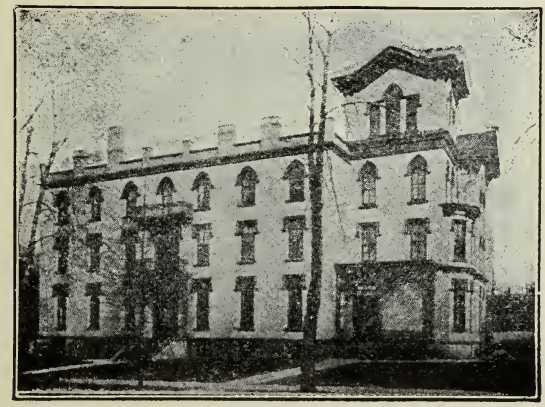
'Twas in the summer of the year 1883 that those meetings under the spreading apple tree at Pittsford, N. Y., took place. October of the same year saw the launching of the undertaking. The beginning was indeed a modest one. Under the name of "The Rochester Proseminary," with only six students, the first classes were held in the residence of Mr. Christian Seel, an elder of Zion's Lutheran Church, Rochester. The building, a brick structure, located at the intersection of Jay and Magne Streets, is still standing. Here rooms for the students and lecture rooms were provided. Pastors of the city composed the Faculty. The progress made there was most encouraging. The number of students increased and the quarters became too small. Accordingly, the school was transferred to South Avenue near Byron Street, where the work was resumed and carried on until 1885.

The Beginnings

At no time had the financial condition of the school been a flourishing one. It was begun with an initial capital of $10. All expenses had been provided for by the pastors interested in the work, and no such thing as a permanent endowment fund existed. About this time Zion's Church, whose

pastor, the Rev. A. Richter, was prime mover in the enterprise, took the school under its wing and endeavored to supply its needs. It was learned that the building which had been occupied by a school known as "The Satterlee Collegiate Institute" had been recently vacated. As it was admirably suited to the needs of the Proseminary, steps were taken to acquire the property. Since the funds necessary for the purchase were lacking, the building was rented and the school took up its work in the quarters, which it occupied until 1918, on Oregon Street, near Central Avenue. About this time Prof. Carl F. W. Betz became a member of the Faculty. His thirty-one years of untiring labor distinguish him as a man who entered wholeheartedly upon his task. He retired from service in 1918.

Soon after this change of location came one of the most important events in the history of the institution. It was indeed a day of great rejoicing for all those to whom the Proseminary and its work were dear, when Mr. John G. Wagner, then vice-president of the Board of Directors, and a member of Zion's Church, announced that he and his wife would be willing to donate the purchase price, $12,000 for the property as a memorial to their deceased son, George, whose wish had been to become a minister of Jesus Christ. His offer was joyfully accepted and the name of the institution was changed to "Wagner Memorial Lutheran College." When Mr. Wagner died he bequeathed additional property adjoining the college on the south. He has been the principal benefactor of the institution. The largest gift since his time was given by Mr. Jacob Vogt of Watertown, N. Y., namely $4,000.



The Beginnings

In the year 1888 the College passed over into the hands of the New York Ministerium and under its control it has been operated ever since. When the twenty-fifth anniversary of the College was celebrated, a Jubilee Fund

of $25,000 as a beginning of an Endowment Fund was planned and partly carried out, about $19,000 being raised. An event of utmost importance took place when at Utica, N. Y., in October, 1916, the New York Ministerium decided to remove the College from its location in Rochester, N. Y., which had long been found inadequate, to more commodious quarters. For this reason a large tract of land was purchased, charmingly located on the brow of Grymes Hill, Staten Island, overlooking New York Bay. The Synod raised $100,000 to pay for the new property and the prospects are that more will come in.

May Wagner College flourish in her new home, and continue, on a larger scale than ever before, the blessed work which she has been doing in the past! May her sons, who, as the years roll by, have gone forth from her sacred halls to battle for all that is right and holy, rally round her standard and fight for her as in the days of old, upholding, defending and cherishing the dear old Alma Mater which made them what they are! She gave them priceless gifts, for which they owe her more than is in their power to repay. They, as loyal sons of a most blessed mother, should stand by her in the future, that her banner, Green and White, may find a place of honor among those of the foremost of her kind in the land!

Administration Building

THE GREATER WAGNER ON STATEN ISLAND

By a Student

The "New Wagner" is *in* the city and *not* in the city. It is within the geographical limits of the city of New York, but no one could guess it, for it is far from the congestion, the din and roar of the city proper. The college site is on Serpentine Road — which is not a thoroughfare of commercial importance, but a winding, picturesque driveway through a residential district — and the buildings themselves are about one hundred yards from the main road, a distance sufficient to give the property a privacy of its own. The "New Wagner" seems to be in the depths of a "woods," yet after a five-minute walk, a trolley trip of twenty minutes to St. George and a sail via ferry on the most beautiful harbor in the world, the heart of the city is reached. New York is at a convenient distance in cases of absolute necessity, but otherwise the "New Wagner" may as well be one hundred miles from the metropolis of the world.

The college property on Grymes Hill is indeed an ideal college site. It is located in a region of tranquil seclusion. Estates and residences with spacious lawns border upon the thirty-eight acres belonging to the college. Tall and stately trees, stretches of greensward truly give Wagner something which may be referred to as a "Campus." The grounds are extensive and it is expressing it mildly to say that on thirty-eight acres conditions are adapted to outdoor sports. There are six tennis courts and an athletic field is being laid out. Cornell graduates have declared that Cornell University has no better grounds and location.

Dormitory

The buildings which were secured in the purchase are admirably suited for college purposes. The Administration Building is a brick structure about the size of the former college building in Rochester. The dormitory is of modern construction, with large furnished rooms, ideal for student use. The cottages have been remodeled into professors' dwellings, and a new residence for the president has been built.

It is not our intention to go into ecstasies over the scenic beauties of Staten Island, but we cannot remain silent about the view from Grymes Hill. From an altitude of three hundred and seventy feet — one of the highest points along the coast from Maine to Virginia — overlooking New York Bay "one of the grandest and most imposing views in the world is obtained." This is the verdict of one who could well compare the wonders of the view from Staten Island with the beauty of any other renowned site in the world, for Alexander von Humboldt's travels had taken him through Europe, South America, Mexico and the eastern part of our country. It must be admitted that this statement was made at the beginning of the last century — yet time has neither robbed the words of their weight, nor detracted from the charm of the landscape. The Orange Mountains, the ribbons of river, the skyline of New York, the network of bridges, the harbor studded with ships, the sea blending with the heavens in the dim horizon in the distance — are but bits in the kaleidoscope of the ever changing panorama, until night blots out all but the myriad jewels of light along the shore, and —

President's House

"The harbor lanterns, each a spark,

A pin-prick in the solid dark."

This is a poor description of the new location. Words cannot properly depict the advantages of Staten Island with its property, its buildings and its view. But those who have been on the grounds, and have examined the buildings and equipment are unanimous in the opinion, that students at the "New Wagner," Grymes Hill, Staten Island, are to be envied because of their many advantages.

WHY GO TO WAGNER?

By a Student

When the prospective student is considering the choice of a college, he is face to face with a question which vitally concerns his entire future life. If his choice be a good one, his chances for success are reasonably certain. On the other hand, if he chooses unwisely, he will never cease to regret the act. Consider the matter as a cold business proposition. Strip off the glamor of athletics and the pleasures of the social side. Be serious, it is a serious proposition — for you are to make an investment upon which you are staking the future years of your life, *your career.*

Professor's Dwelling

You have several years in which to prepare yourself for life's battle. You have a certain amount of money to invest. For this you *must* obtain the *best* possible preparation, if your life is to be worth living. Therefore it is imperative that your choice fall upon an institution which can satisfy your peculiar, personal requirements.

You want *congenial surroundings* and *friends* whose lives will beautify yours. At Wagner you will find both. Where is there a more beautiful location for an educational institution than that on Staten Island, described elsewhere in this booklet. What more could any man desire? You want friends, *true friends*. Wagner is a small college. Her classes are small, and consequently, "bluff" and "four-flushing" cannot survive in the searching intimacy of life here. Among the students family name, wealth or social standing is absolutely worthless. If any man desires to raise himself to a position of respect and honor, he must show that he is made of the right "stuff" before such distinction comes to him. The friendly ties of good fellowship are all-embracing. Such a thing as living apart from "The Bunch," merely "boning" and "grinding" over books, in preparation for a daily recurring round of classes, with many a lonesome hour in between, is possible in the big university or college, where the individual is lost in the shuffle. At Wagner such a condition does not — *could* not — exist. The students are a lively company, and if you have ever heard them sing "We Wagner Boys Are Jolly Chaps" you will not challenge the truth of that statement. Here are fellows worthy of your friendship.

One distinctively characteristic advantage which Wagner possesses over other institutions is the *unity of purpose* which prevails here. There is only one course, the classical course, preparing men to enter professional schools, medicine, law, theology, etc. The great value of this feature is realized, when it is taken into consideration that every effort of the faculty, every subject in the curriculum, the methods of teaching—in fact, the sole aim of the whole educational machine, is to produce men who will be fitted, as completely as it is possible to fit them, to take up, finally, the work of their chosen profession. If, as many of the students do, they choose the ministry, the friendships formed during college years will prove of inestimable value in later life. The very students who live together as the members of one family will be following the same line of work after the days on the lecture-room bench are mere memories. Wagner men do the same work in the days of their youth and then take up that greater work side by side until called from their labors to the Great Fold. Where else can you find such opportunities for the development of the much talked of "teamwork," which is nothing more than co-operation in the struggle to realize a common end? Besides, the Wagner student is given the opportunity to do personal work of a practical nature in Sunday Schools, Mission Societies, etc. From the pastors who from time to time visit the institution, he gathers much information on the various sides of the work for which he is preparing himself, for these experienced men almost always address the student body. The eyes of the church at large center upon her future leaders. Therefore a personal interest is taken in *every* student by the faculty, for the Wagner man is not preparing for ordinary tasks, but

for tasks of such a nature as require some special care in training. If this is what you want, Wagner is the school you seek.

Now, you ask, what does all this training benefit a man in the battle of life, especially the man with the Ministry in view? In other words, do Wagner men make good? Ask the faculty of the Mt. Airy Seminary, where most Wagnerians finish their education, if their preparation is sufficiently thorough to enable them to take up with profit the advanced work. Ask those of her sons who labor in foreign mission fields, if the years they spent at Wagner were uselessly squandered. Ask those serving churches at home if the time they spent here was just so many years of wasted effort.

Professor's Dwelling

And now, you young men of our Lutheran Churches, are *you* willing to take up this work? Men, *real men*, are needed for these tasks. There are conditions existing in our beloved land and in the world at large, which are a *challenge* to every clean, red-blooded Christian to take up his arms and fight! Yes, *fight*, I say, to rid this nation and the world of those blots and unspeakable conditions which in certain sections exist. Let every true American youth ask himself whether he is proud of those conditions. If not — let us fervently hope that he is not — let him take up the gage of battle and follow that Leader who has never known defeat, to help to make this world fit for *Christians* to live in. There is work for all, a share for every one. Will *you* do *your* share? If you will, *Wagner* will serve you well and you will be proud to look back to her as *your* Alma Mater, to be numbered among her sons.

Favorite Study: Greek

THE VALUE OF THE SMALL COLLEGE.

"The difference between a large university and a small college is that in a large university the student goes through more college, but in the small college more college goes through the student."

JOHN L. PETERS, LL.D., Yale, '42, Chief Justice of Maine.

"In the large colleges students have no time to think. In my experience at Princeton I have found that the best thinkers are those who came from the little colleges of the Middle West."

BLISS PERRY, Editor Atlantic Monthly.

The Church college, usually a small college, has the honor of leading all the 583 educational institutions of the country in the number of graduates per thousand whose names appear in the last issue of "Who's Who in America."

In every 150,000 persons, the number who reach distinction is directly in proportion to their school terms.

Without elementary schooling, - - - - -	1
With elementary schooling, - - - - - -	4
With High School, - - - - - - -	87
With College, - - - - - - - -	800

THE VALUE OF THE CHRISTIAN COLLEGE.

It is safe to say that no religious body has been able to exert permanent influence which did not lay the greatest stress on an educated ministry. Luther's word is classic: "As dear as the Gospel is to us, so earnestly let us keep at the languages."

"Therefore, I beg of you all, in the name of God and our neglected youth, not to think of this subject lightly, as do many who do not see what the Prince of this world intends. For the right instruction of youth is a matter in which Christ and all the world are concerned."—MARTIN LUTHER.

"Education yields its best fruits when mixed with religion."

WOODROW WILSON.

"We have no occasion to apologize for religion in college education."

PRES. HENRY C. KING, Oberlin College.

"Religion should occupy the same place in college which it does in life. The Committee of Six of the Religious Education Association reported that ninety per cent. of college students graduate without having given the problem of religion the same consideration which they have given to language, science, sociology and philosophy. This ought to be impossible in any Christian college.

"If large and lasting results are to be secured, attention must be concentrated more than ever upon the religious instruction of the youth. The Church should devote more attention to her duty as teacher both of the youth and of those of mature age."—JOHN R. MOTT.

"There never has been an hour in the history of this country when there was such a demand for men of the highest qualifications for the gospel ministry. Statistics show that our state colleges and universities furnish comparatively few men for the theological seminary. Figures obtained a few years ago showed that the Christian colleges furnished 93 per cent. of these theological students, and there is no reason to believe there has been any material change since."

SAMUEL B. CAPEN, LL.D. (*The Christian College.*)

THE DUTY AND PRIVILEGE OF SUPPORTING AND ENDOWING YOUR COLLEGE.

"The Christian college is the strategic point of effort for the Christian Church. Here you are dealing with the creative forces that make the future. To help endow such an enterprise and place it on a firm foundation so that, once and for all, its future is assured, is the most efficient use that a Christian can make of his time, strength and money."

"The Church must recognize her obligation to supply with adequate means the schools that are under her care. We have no right to demand of the teachers in our colleges that they work at impossible jobs for meager and precarious salaries. We must furnish them with facilities for doing thorough work, and then support them decently while they are about it."

"Furthermore, there is no reason why the Church may not put her colleges on a sound financial basis. She is abundantly able to do so if she may reckon upon even a very moderate degree of liberality on the part of her membership. For it is well known that a large proportion of the wealth of the United States today is in the hands of Church members. The difficulty heretofore has been that churchmen have not shown themselves very eager to contribute of their means for the endowment and support of their denominational schools." E. B. CHAPPELL, D. D. (*The Church College.*)

"The Church must not permit the colleges from which she has drawn her ministry to drift into inferiority. The Christian aim and character of these colleges must be preserved. To this end denominational colleges must be more generously supported."—JOHN R. MOTT.

"I almost envy the man who can help build and endow some institution that will be Christian in its trustees and its faculty, every throb and heartbeat pulsating for Christ and humanity. I almost envy the man whom God sets apart for the holy service of teaching in these institutions. In the words of John Wesley, 'Is it not a more extensive benefit to sweeten the fountain than to purify a particular stream?' "

SAMUEL B. CAPEN, LL.D., (*The Christian College.*)

"Farm lands in Ohio have gone up and down in price. They probably will do so again. But one day at the close of the Civil War an old farmer, bereft of his sons, sat down in a certain college chapel. He saw the students come in and had a vision of the long procession of students through the years. He said to himself, 'These will go and others will come. These professors will go and others will take their places. My farm would just about endow a professorship. I will go home and deed it to this college. Then, by the grace of God, I shall be here while the world stands.' "

"Mr. Beecher once said at Amherst College: 'I care nothing for posthumous fame, but for posthumous power I would vote with both hands.' That sentence contains the Christian College's appeal to men who would do good forever. WILLIAM FRASER MCDOWELL,

The Appeal of the Christian College.

The following sums have been, or are being, raised for Church schools and colleges:

Presbyterian Church	$36,000,000
Methodist Episcopal Church	30,000,000
Baptist Church	16,000,000
"Disciples"	6,300,000
United Presbyterian	1,450,000
Reformed Church	1,250,000
Methodist (South)	5,400,000

In round numbers the various churches are raising $100,000,000 for educational purposes.

"Less than 1% of American men are college graduates, yet this 1% of College graduates has furnished

55% of our Presidents.
36% of the Members of Congress.
47% of the Speakers of the House.
54% of the Vice-Presidents.
62% of the Secretaries of State.
50% of the Secretaries of Treasury.
67% of the Attorneys General.
69% of the Justices of the Supreme Court.

50% of the men composing the constitutional convention were college bred."

MEMORIALS.

We have no gymnasium. Here is a chance for some one who is anxious to place a memorial for a member of his family. Let him have a gymnasium built and named in memory of some loved one. The Lutheran Church in Stapleton, the College Church, has kindly offered the use of the gymnasium in its Parish House to the students, until the need is provided for on the Campus itself.

What better Memorial to a beloved parent or child could there be than a Memorial Tablet placed on the President's House by him who would give the sum necessary to its erection.

A Chemical and Physical Laboratory equipment is one of our great and urgent needs. It could be installed for about $2,000 to $3,000.

SCHOLARSHIPS.

A scholarship endowed with $3,500 will become available this year. It has been promised by a member of one of our churches as a memorial to her departed husband. It will make the way through college and into the ministry possible for a deserving young man without the necessary means. Many will be able to follow this example. Many will thus find happiness in seeing their money do good, and knowing that it will continue to do so for all future time, even when they are in the grave. Men will still call them blessed.

Such memorials are better than a Mausoleum.

GIFTS FOR THE ENDOWMENT OF THE COLLEGE.

The Treckmann Legacy of $3,000 (Zion's Church, Brooklyn) was paid into the treasury during 1919. Mrs. Anna C. Nielsen, also a member of Zion's Church, Brooklyn, gave $500 in memory of her husband, Louis Nielsen. A member of Christ Church, Buffalo, N. Y., gave $300 for endowment purposes.

And so we have many friends to whom we are looking with confidence to make possible the accomplishment of the $500,000 Endowment Fund without which no institution in New York State can confer degrees.

FORM OF BEQUEST.

"I give, devise and bequeath to the Wagner Memorial Lutheran College, an institution of learning, formerly at Rochester, N. Y., now located at Staten Island, New York, the sum of.....Dollars (if real estate a description of the property) for the general purpose of the College."

NOTE: To be legally valid, a bequest must be executed at least 60 days before the death of the testator. The testator must also sign before two witnesses, who likewise must sign in the presence of each other and of the testator.

THE LITERARY SOCIETY

By a Student

It was in November, 1890, that the "Kalokagathia" was founded, now known as the "Literary Society," the oldest of Wagner's student organizations.

In the first years of its existence membership was limited practically to the upper classes. "Special literary qualifications" were the conditions under which an under-classman might join that body. Now these restrictions no longer apply, and any student is eligible for membership, as it is the aim of the society to extend its privileges to everyone rather than to a select circle.

From the beginning the society has met weekly. The first meeting of each month is devoted to a discussion of business; for the other meetings literary programmes are provided. These programmes are arranged by the executive committee; topics are selected and assigned to the members, or a special speaker is invited to address the society.

The benefits of these meetings are not the only advantages which the society offers. It maintains for the use of its members a reference and circulating library of eight hundred volumes, apart from the college library. On its shelves are to be found the complete works of Shakespeare, Carlyle, Dumas, Dickens, Goethe, Hugo, Irving, Scott, Schiller, Muehlbach, Hawthorne, Thackeray, etc. Biographies, histories, and the best works of fiction constitute the remainder of the library — which is steadily increasing in size through the addition of new volumes. The society subscribes to current papers and magazines, and as a result the "Literary Room" with its books and periodicals is a favorite gathering place.

THE WAGNER ATHLETIC ASSOCIATION

By a Student

Athletics at Wagner differ decidedly from those at most colleges. Instead of promoting the development of a small number of highly trained, physically perfect individual "stars," whose primary aim is to secure notoriety for their school as well as for themselves, a more universal participation in sports is sought. Only in extreme cases are Wagnerians found who have not sufficient interest in athletics to take part in them. Naturally, therefore, a democratic spirit permeates the activities of the association.

It is this very fact, this democracy, which makes the "A. A." the most popular organization in the college, for students big and students little, students fat and students thin, old students and young students, students of every size, shape, class and temperament are enrolled on its membership list. These energetic travelers on the road to knowledge part company (more or less promptly) with one dollar, payable in ten monthly installments for an entire year of clean, healthy amusement. This entitles them to the use of all equipment; e. g., bats, baseballs, gloves, tennis net and balls, rackets, etc. Meetings are held semi-monthly and every one of them is full of "pep." Elections are held each term (i. e., three each year), successful candidates holding office for that length of time.

THE AIM OF WAGNER COLLEGE.

is to give young men a thorough classical training to prepare them to take up the study of Theology, Law, or Medicine. Boys who have graduated from the Grammar School are received. The course is a seven years' course. The first three classes are preparatory classes.

For thirty-six years the College has chiefly served to prepare men for the seminary to be trained as pastors who would be able to preach in German as well as in English. This is still the special aim of Wagner College and therefore the study of German has so important a place in the course of studies.

But our claim to be considered by parents who wish to send their boys to college rests also upon the very important fact that we give a higher education under Christian and Scriptural influence. Wise Christian parents attach great weight to this.

EXPENSES OF THE COURSE.

Tuition, board, heat and light cost only $180.

Sons of pastors and teachers are charged $160.

Students not planning for the ministry pay $250.

Students who attend from their homes pay $130. They may have the noonday meal at a reasonable charge.

The occupants of each room must buy their own brooms and rug beaters. They must also replace electric bulbs as used.

The normal rate of $180 is distributed as follows: Board, 40 weeks at $3, $120; Tuition, $40; Roomrent, 40 weeks, $12; Heat, $4; Light, $2; Contingent Fee, $2.

PAYMENT FOR TUITION AND BOARD. In advance:

I. Term, at the beginning, one-third.
II. Term, December 1st, one-third.
III. Term, March 1st, balance.

It will be admitted that the cost of tuition and board is very low, especially for students for the ministry. This is possible only because the churches of the New York Ministerium by their free will offerings raise large sums for the support of the College.

We know that we can depend upon the churches and their pastors to do even more than in the past, to help carry on the work. We are sure also that some parents, appreciating the benefit to their sons, and able to pay more than is charged, will gladly do so. They will understand that we dare not and cannot materially raise our rates without restricting the great usefulness of our institution in the case of those who have very meagre means.

We especially appeal to our people to send their boys to us to be educated here, even if they do not intend to enter the ministry. We may justly claim their interest on the basis of the past and present achievements of our college. We urge pastors and Sunday School teachers constantly to press the claims of the ministry upon the boys entrusted to their charge, never tiring in holding before their view the exalted and glorious work of serving the Savior.

To those of our people whom God has blessed with means we submit that there is a great opportunity here in our institution to make their means serve Him.

MATTERS OF INTEREST.

ROOMS. We find it better in general for a student to have a roommate. Therefore, as a rule, students room in pairs. There are a few single rooms and these are disposed of at the discretion of the President. We can accommodate about 65 students. The rooms are furnished with two single beds and mattresses of the best make and suitable furniture. Students are held responsible for any damage to their rooms. Electric bulbs are installed, but when broken or burnt out must be replaced by the occupants of the rooms.

Dining Room

CARE OF THE SICK. A special room is set aside where students may be cared for in cases of illness. If there is cause for alarm, the parents are, of course, informed. We have a very efficient doctor, Dr. Max Krueger, who has the full confidence of faculty and student body, and to whom we are deeply indebted for his valuable services. He is a worthy successor to our splendid physician in Rochester, Dr. Bachmann.

STUDENTS' POCKET MONEY. It is better if the students do not carry too much spending money about with them. It is certainly not necessary and often harmful. The President or one of the professors will be glad to administer such funds, paying small amounts to the students as needed. Parents may feel assured that this service is cheerfully rendered.

DISCIPLINE. The discipline is such as obtains in a Christian family. It is ruled by the spirit of Christianity. Nothing, therefore, is tolerated, that runs counter to Christian principle. Our students, also, have a high conception of the value of the good name of their college and of the student body, and have their own means of bringing trespassers to an accounting and eventual improvement. The main instrumentality is the "Students' Court," consisting of one member from each class.

Orchestra After an Impromptu Parade

ENTERTAINMENTS AND LECTURES are given every little while. Speakers are invited to address the student body, and lectures are frequently illustrated with our stereopticon.

LIBRARY. There are two libraries, the College Library of over two thousand volumes, and the Literary Society Library, which is described elsewhere. The College Library has a large number of Reference Works.

INFORMATION FOR OUR STUDENTS.

How to Ship Trunks. Trunks are shipped cheapest, safest and with least trouble by following these directions: Have American Express Company (or any other large company) call at your home for the trunk and express it through to: Wagner College, Grymes Hill, Staten Island, N. Y.

Students living father away than 300 miles may check their trunk as usual on their tickets, and on arrival in New York ship trunk to College as directed above. Hand check to express company and take a receipt.

What to Bring Along. Beside personal belongings bring blanket and comfort and table napkins. Students must furnish their own bedsheets, pillowslips and towels, but these latter can be bought at the College at reasonable prices.

A laundry bag will also prove useful. All personal property, especially bed linen and laundry of other description, should be marked with the owner's full name.

Laundry. Some students send their laundry home by parcel post, others send it to the local laundries.

Books and Stationery. These are bought at the College Bookstore. They will cost from $14 to $19 annually. From the profits of the bookstore first aid supplies and other things generally useful to all students are bought.

Arrival at College. Students may come the day before opening day, and not later than 10 a. m. opening day. Arrangements can be made to meet new students who are not sure of finding their way according to the directions. We think, however, that they are clear enough. Still, if in doubt what to do on arrival in New York, telephone Tompkinsville 2760.

How to Reach the College. Take Elevated R. R. or Subway to South Ferry. From South Ferry, New York City (or Bay Ridge Ferry, Brooklyn) to St. George, S. I. There take "Port Richmond via Concord Car" to Serpentine Road and walk up the hill to the College grounds. Or take "Silver Lake" trolley to Grand Avenue, walk up Grand Avenue and through path to College.

Automobiles. From New York Ferry up Richmond Turnpike to Eddy Street, to left to Serpentine Road, to right to grounds on left.

From Carteret Ferry take Richmond Turnpike to Clove Road, right to Serpentine Road, left to College.

From Bayonne Ferry left along Richmond Terrace to Clove Road to Serpentine Road, left to College.

From Perth Amboy-Tottenville Ferry: Amboy-Richmond Road 13 miles to Clove Road, right to Serpentine Road, right to College.

MAIL. Its delivery is safe and speedy if addressed:

WAGNER COLLEGE,
G. P. O., Staten Island, N. Y.

ADDRESSES BY THE PRESIDENT.

The President, Rev. Holthusen, will be glad at any time to present the cause of the College in any of the churches that desire to hear and learn more of our great work. President Holthusen will be glad to preach or to deliver a stereopticon lecture which he has prepared.

WAGNER COLLEGE GUILD.

This is an organization of women who are interested in furthering the Kingdom of God as it is represented in Wagner College. There are at present about 450 members. The dues are 25c. per month.

We hope to see this Guild spread over all the territory of the New York Ministerium and to have branch organizations or chapters in all the conferences and larger cities.

At present the Guild is making the furnishings of the kitchen and dining room its special object of endeavor.

A small building to be used as a Hospital will be placed by the Wagner College Guild. The first $200 toward its erection have been given by Mrs. Seibert, Sr., and Mrs. Seibert, Jr., of Brooklyn.

How great a force for good and for constant support of the College will not the Guild be, when it has branches or chapters in all parts of our territory and numbers 1,000 or 1,500 members, figures not beyond the possibilities.

There may be country towns or districts where the prospective members find it difficult to pay the dues in cash. In such cases dues might be paid in part or entirely in preserves or farm products.

Mrs. M. Wulff, the President of the Guild, will cheerfully correspond with any who are interested. Her address is: 630 Lafayette Avenue, Lincoln Manor, Mount Vernon, N. Y.

PRESERVES AND FARM PRODUCTS.

We request our friends in the synod to help in a very direct way, viz.: the women who put up preserves and jellies by sending us at least one jar of their winter's provision, and farmers to send us eggs and farm products. Ladies' Aid Societies might join in packing a box or a barrel for our boys.

SCHEDULE OF A DAY AT WAGNER COLLEGE.

Rising Bell at 6.30 (during Winter months 7 a. m.). Breakfast at 7, after which Chapel; then beds are made and rooms tidied up. Also, the tasks are done, namely, cleaning classrooms, halls and reception rooms.

8.30, Classes begin. Four periods of 45 minutes' duration with 5 minute intermissions are given in the morning, closing at 11.45. Dinner at 12.

Students Cutting Wood

In the afternoon from 1.30 to 3.05 two additional periods are given. From 3 to 7 p. m., with supper and Evening Devotion at 6, the time is entirely at the disposal of the students for play, meetings, work, study, or

Students Cutting Wood

"conference." From 7 to 9.30 study period under supervision of a member of the faculty. At 10 p. m. the lower classes, including Freshmen, retire, the others being permitted to remain up until 11 o'clock.

On Saturdays no classes are given; instead there is a study hour from 8 to 10. After that students clean their rooms and attend thoroughly to the general tasks.

Bringing in Cut Wood

On Friday afternoons the students usually give a number of hours to the College, cutting wood, cleaning up grounds and similar service. This is cheerfully done, because the students appreciate how much is offered them at small cost.

Wood Cut by Students

On Sundays the rising bell sounds half an hour later than usual, but in plenty of time to allow the students to get ready for Sunday School and Church Services, which all are obliged to attend.

Students from nearby places are allowed to go home on Saturday at noon and stay until Sunday evening.

For the benefit of students who are deficient or negligent in their work special "conferences" are held by the professors in turn each day from 5 to 6 p. m.

Study Period from 7.30 to 9.30 p. m. (in Winter, 7 to 9.30). Students are to keep strictly and silently within their rooms, which are always to be open to the supervising professor.

Students may, because of any delinquency, be ordered into the class-rooms for a definite period to do their studying there.

Students below "B" in Deportment or below 60 in scholarship cannot be elected as Class Presidents or as members of the Students' Court.

Hereafter at the close of any term such marks shall automatically remove such students from their office and a new election shall be necessary.

FACULTY CLASS ADVISERS.

For Senior, Junior and Sophomore Classes	Prof. LUDWIG
For Freshman Class	Prof. BOEHME
For Third Preparatory Class . . .	Prof. METZENTHIN
For Second Preparatory Class . . .	Prof. ELLIS
For First Preparatory Class	Pres. HOLTHUSEN

REGULATIONS FOR STUDENTS.

Christian and gentlemanly deportment is expected of all students. Of course, no vulgar and profane language can be tolerated.

No secret societies are permitted.

Students must have the permission of the president before being absent for any extended time or distance. This refers also to New York City.

All Preparatory Students and Freshmen are to retire at 10 p. m. Upper classes may continue quiet study until 11 p. m.

Do not leave personal property, hats, coats, papers, books, etc., in parlor, halls, library, or reception hall.

No student is permitted to smoke until he is 18, and then only with the written permission of his parents or guardian.

Do not whistle in the buildings; avoid other noises; do not wrestle or run in buildings, especially on stairs; DO NOT SLAM DOORS. We have large open acreage to "let off steam."

Do not take property of the college for use in private rooms without permission. Return dishes and glasses promptly to the kitchen.

Do not enter other students' rooms unless invited.

Beds are to be opened immediately upon rising, and made after breakfast, at which time also rooms are to be tidied up.

All classrooms to be cleaned every morning, thoroughly on Saturday. Windows to be cleaned when necessary.

All TASKS are to be done every morning, thoroughly on Saturday.

Sweepings, paper, water and refuse of any kind must not be thrown out of the windows. Take same to proper place of disposal.

Students must not cut, drive nails, mark with pencil or chalk, or otherwise mar buildings, rooms or furniture.

The occupants of each room will be held responsible for any damage to its walls or furniture.

Students are not to go on the roof of any of the buildings.

COURSES OF STUDY

PREPARATORY DEPARTMENT

The division of the course into Preparatory and College Departments, as also the introduction of a new class and the new class names, constitute innovations which the Board felt constrained to make. Our synodical body, we are happy to say, is entirely in agreement with these changes.

In the Preparatory Department students will be given the equivalent of a good High School Course. They will also receive an excellent course in German and will be most effectively prepared for the exclusively Classical Course of our College Department.

Three new languages will be taught, but taken up successively—German in the first year, Latin in the First Term of the second year and French in the Second Term of the second year. All three will receive special attention during the third year. Greek will be given only in the College Department, being taken up in the Freshman Class.

We shall continue to pay especial attention to teaching of the German language. However, we have found that an increasingly large number of students come to us with very little or no knowledge of German. Therefore, we have been forced to change the method of instruction hitherto used. But there is an advantage. We can assure anyone that lack of knowledge of German now presents no greater handicap in our course of study than lack of acquaintance with Latin.

FIRST PREPARATORY CLASS (Septima)

As this class is still to be organized, we prefer to give no detailed course of study at this time. Suffice it to say that in order to enter a student must submit a certificate of graduation from a Grammar School.

SECOND PREPARATORY CLASS (Sexta)

Elements of Religion: A) Bible History, Old and New Testaments.
One period weekly.

B) Christian Doctrine. Text-Book: Catechism.
One period weekly.

C) Hymnology: The classics of German and English Sacred Poetry committed to memory, recited and discussed.
One period weekly.

English—The course in English has been organized with the fact in mind that the majority of the graduates of Wagner College become public speakers and intellectual leaders in their respective communities. Every detail of the course has been selected with that goal in view.

A) *Literature:* 1. Goldsmith's Vicar of Wakefield; Franklin's Autobiography. 2. Long's American Poems. A few standard American and English poems are committed to memory. Only the simpler lyrics and narrative poems are read; the more difficult ones are studied in the more advanced classes. The course in English is designed to acquaint the student with the biography and a masterpiece of each representative American and English writer.

B) *Practical Grammar* (Woolley's Handbook of Composition): The essential rules of diction are studied in a practical manner to secure accuracy of expression. Personal errors of speech are given special attention in regular consultation periods.

C) *Composition:* Frequent oral and written themes, based mainly on the experience of the student and on the literature read during the course, give him occasion to apply the essential rules of composition that are discussed in Course B. Fluency of speech is stimulated by informal class-room debates, one of which is upon some topic of national interest.—Combined with Third Preparatory Class.

Four periods weekly.

German:

Vorbemerkung: Die Zeitverhältnisse haben wesentliche Veränderungen für den Unterricht im Deutschen nötig oder ratsam gemacht. In den Lehrbüchern musste ein Wechsel eintreten: manche bisher gebrauchte und bewährte waren, weil in Deutschland hergestellt, nicht mehr erhältlich. Andere, die vorzüglich brauchbar gewesen in den Händen von Schülern, für welche Deutsch die Muttersprache war, erwiesen sich mehr und mehr als ungeeignet für die zunehmende Zahl von Zöglingen, welche Deutsch wie eine fremde Sprache von Grund aus neu erlernen mussten. Die pflichtgebotene Rücksicht auf diese Klasse von Studenten war die Veranlassung zur versuchsweisen Einführung eines neuen Lehrplanes im Deutschen.

E. C. M.

German—Grammar: Betz & Price, "A German Book," pages 1 to 167. Reading exercises in Appendix used. Practise in German conversation. Dictation. Regular written work, but no compositions.

Medium of Instruction: At first mainly the English language, then, gradually, in accordance with the newest methods, the German language.

Five periods weekly.

Latin—Smith, Latin Lessons. Declension of Nouns; Comparison of Adjectives and Adverbs; Conjugations; Numerals; Prepositions; Pronouns.

Four periods weekly.

Mathematics—The course in mathematics includes all the branches that form part of a classical student's equipment.

Algebra (Schultze's Advanced Algebra): The course in secondary Algebra covers two years and comprises all the topics usually taken up in an introductory course. The fundamental algebraic operations to involution are taught.

Three periods weekly.

History—Introduction: Gods, heroes, and legends of ancient Greece. 1. Aegean Culture, and its destruction by the Hellenic invasions. Early phases of Greek civilization and its colonial expansion. Sparta and Athens as typical city states. 2. The Persian Empire, its organization and culture. The struggle between Greece and Persia. Imperial Athens in the age of Pericles. 3. Decline of the Greek states. Rise of Macedonia. Alexander the Great and his empire. The civilization of the Hellenistic age.

Text-books: Haaren-Poland, Famous Men of Greece, and Morey, Ancient Peoples.

Combined with Third Preparatory Class.

Two periods weekly.

Physical Geography—This subject is considered under the heads: The Earth, The Earth and the Sun, Rivers, Weathering and Soils, Wind Work, Glaciers, Plains, Mountains and Plateaus, Volcanoes, The Atmosphere, Winds, Storms and Climate, The Earth's Magnetism, The Ocean, Life, The Earth and Man, as found in Gilbert and Brigham's Introduction to Physical Geography.

Four periods weekly.

Political Geography—Geography here treats of the states, habitats of man, of the results of man's activity on earth as manifested in the formation of governmental regions.

One period weekly.

French—Will be given in future beginning in the Second Term.

THIRD PREPARATORY CLASS (Quinta)

Elements of Religion—A and B. Combined with Second Preparatory

English—Combined with Second Preparatory—Additional Work: Addison: De Coverly Papers; Owen Wister: The Virginian; Hughes: Tom Brown at Rugby.

German—Betz & Price, pages 167 to 295. Thorough review of previous year's work. Reading of short, simple stories. Elementary exercises in diction. Medium of instruction: Chiefly German.

Five periods weekly, one for Declamation.

Latin—Smith, Latin Lessons, reviewed and completed. Caesar's Gallic War. I Book. Written and oral sentence work. Special attention given to English derivatives.

Four periods weekly.

Greek (Hereafter begun in the Freshman Class)—The elements of Greek accidence are thoroughly treated in oral drill and frequent written exercises. Sight-translation of simplified Greek passages.

Text-books: White's First Greek Book, and Love's The Wars of Greece and Persia; Selections from Herodotus in Attic Greek.

Four periods weekly.

Mathematics—*Algebra* (Schultze's Advanced Algebra): Secondary Algebra completed.

Three periods weekly.

History—Greek History. Combined with Second Preparatory Class.

Roman History next year.

Botany—Andrews' Practical Course in Botany.

Two periods of recitation; two periods of lecture and field work.

French—Will be given in the future.

COLLEGE DEPARTMENT

FRESHMAN (Quarta)

Elements of Religion:

A) Christian Doctrine. Text-book: Stump's Catechism.

One period weekly.

B) Church History in its relation to secular history (Kirchengesch. im weltgeschichtlichen Rahmen). Text-book: Landmarks in Church History, by Rowe.

One period weekly.

English:

A) Shakespeare: Henry IV, Part I; Hawthorne: House of the Seven Gables; Irving: Knickerbocker's History of New York (Parts); Long's American Poems; Carpenter's American Prose Selections.

B) *History of American Literature* (Halleck): The biographies of the most prominent American men of letters are studied in connection with the reading of their masterpieces.

C) *Composition* (Woolley): The student is given practical advice about his writing, both in consultation periods and in the concrete class-room discussions of the laws of rhetoric. The formal study of rhetoric is subordinated to extensive practice in composition. There is frequent practice in oral composition, and several themes are written each month. One important question of the day is analyzed and debated formally in the class-room.

Three periods weekly.

German—Calvin Thomas, "A Practical German Grammar," pages 1 to 278. Review of Declinations with historic and philological explanations. Practise in syntax and conversation. Compositions on lives of poets, themes of current interest; paraphrasing poems. Declamation: Each student chose and memorized one of the larger ballads of Schiller, also a number of dialect, humorous, or epic poems. Studies in A. Crull's "Figuren and Tropen." Medium of instruction: Mainly English in consideration of the needs of part of the class.

Four periods weekly, three in combination with Sophomore.

Latin—Cicero: De Imperio Pompei. Latin Prose. Principles of Syntax. Gildersleeve & Lodge: Latin Grammar.

Four periods weekly.

Greek—Grammar: Greek nouns, pronouns, and regular verbs. Reading: Marchant's Climax Prote.

Text-books: Kaegi's Short Grammar of Classical Greek, and Kaegi's "First Lessons in Greek."

Four periods weekly.

Mathematics—Plane Geometry (Betz & Webb): The course in Plane Geometry extends over two years. In this class the student covers thoroughly the work of the first two books, including original exercises. A brief review is given at the close of the year.

Three periods weekly.

History—The Middle Ages: Introduction: The Roman Empire up to triumph of Christianity. 1. The Germanic migrations, and the break-up of the Roman Empire. The new Germanic Kingdoms. The rise of the Papacy. The Mohammedans. Charlemagne and his empire. 2. The Age of Feudalism. Disruption of Charlemagne's empire. England and France in the Middle Ages. The Holy Roman Empire; Popes and Emperors. The Crusades. Medieval Towns.

Text-books: Robinson's "The Middle Period of European History," and "Readings in European History."

Two periods weekly.

Physiology—Physiology is considered under the following captions: The Bones, The Muscles, Physical Exercise, Food and Drink, Digestion, The Blood and its Circulation, Respiration, The Skin and the Kidneys, The Nervous System, The Special Senses, The Throat and the Voice, Accidents and Emergencies, In Sickness and Health.

Many practical experiments are performed. A microscope and a collection of slides serve to show the detailed structure of the various body tissues and organs. Blaisdell's Practical Physiology for Higher Schools is used as the text-book.

Two periods lecture and recitation, one period laboratory.

SOPHOMORE (Tertia)

Elements of Religion—A and B combined with Freshman.

English—Combined with Freshman.

German—Combined with Freshman.

Latin—Review of Grammar. Caesar's Gallic War, Selections. Latin Prose. Gildersleeve & Lodge: Latin Grammar.

Four periods weekly.

Greek—Review of the Greek nouns and regular verbs. Study of irregular verbs. (Kaegi's Short Grammar.) Translations and syntactical exercises based on selections from Aesop, Lucian, Herodotus, Xenophon, Thucydides. (Freeman-Love: A Greek Reader for Schools.)

Four periods weekly.

Mathematics—Plane Geometry completed.

Three periods weekly.

French—Text-book: The New Chardenal French Course.

One period weekly, Third Term.

(French in future will be transferred to the Preparatory Department.)

History—The Middle Ages. Combined with Freshman.

Two periods weekly.

Geology—Le Conte's Compend of Geology is used, dealing with dynamical, structural, and historical geology. The economically most important minerals are studied as to their nature, probable mode of formation and distribution.

Two periods lecture and recitation, one period field work.

JUNIOR (Secunda)

Elements of Religion— A) Christian Doctrine. Text-book: Stump.
One period weekly.

B) The Acts of the Apostles. Life and Letters of Paul. Text-book: Prof. Sanders' Apostolic Church History.
One period weekly.

English—Combined with Senior.

German—Occasional Grammar study. Compositions written in German could not be expected of all, hence for written work English was also used by part of the class. In place of Declamation the class read aloud (in evening sessions) two dramas, Freytag's "Journalisten" and Hebbel's "Agnes Bernauer," each taking a part.

History of German Literature. Text-book: Stroebe & Whitney. Special studies by class discussion and written themes: 1 Term, Goethe, Iphigenie; Schiller, Don Carlos. 2 Term, Kleist, Prinz von Homburg, Arndt, Koerner, Eichendorff, Uhland, Heine, Rueckert. 3 Term, Representatives of dramatic poetry in the last century: Grillparzer, Hebbel, Freytag, Ibsen, Sudermann (Johannes, Heimat), Hauptmann (Weber, Hannele).

Five periods weekly, four combined with Senior.

Latin—Livy, I Book; Virgil, Aeneid, Books I & II; Latin Composition; Gildersleeve & Lodge, Grammar and Composition.
Three periods weekly.

Greek—Combined with Sophomore.

Mathematics—*Solid Geometry* (Betz & Webb): Models are constructed to illustrate the general theories discussed in the class-room.
Three periods weekly.

French—Text-book: Brooks, The New Chardenal French Course.
Two periods weekly.

History—From the Reformation to the French Revolution.

Introduction: Renaissance, Humanism and Reformation. 1. The Wars of Religion. The Revolt of the Netherlands. England under Queen Elizabeth. The Thirty Years' War. 2. England and France in the Seventeenth Century. 3. The Eighteenth Century up to the French Revolution. The rise of Prussia; Frederick the Great. The colonial rivalry between France and England. The "Old Régime" in Europe.

Text-books: Robinson-Beard's "Outlines of European History, Part II," and Robinson's "Readings in European History."
Two periods weekly.

Chemistry—(Newell's Descriptive Chemistry). Elementary inorganic chemistry covering the topics ordinarily dealt with in an introductory course.
Four periods weekly, two periods laboratory.

Biology—This course consists of lectures only in which the real significance of the phenomena of living things, both plant and animal, is considered under such headings as The Physical Basis of Life, Development and Growth, The Various Phases of Animal Behavior, Reproduction, —as manifested in the simplest unicellular organism to the highest mammal, etc. The doctrine of evolution and the various principles considered operating under it are explained. Heredity and inheritance and the principles and laws involved are especially emphasized.
Two periods weekly.

Astronomy—Combined with Senior.

Psychology—The Principles of Psychology (Briefer Course) by William James.

One period weekly.

Philosophy—History of Philosophy.

One period weekly.

SENIOR (Prima)

Elements of Religion— A and B combined with Junior.

English:

A) *History of English Literature* (Halleck). This course is a study of the important literary periods from 449 A. D. to 1700. The Elizabethan, the Puritan, and the Restoration Ages are given the most attention. The masterpieces of Chaucer, Spencer, Bacon, Shakespeare, Milton, Dryden, and Bunyan are discussed. During the entire course the six most important dramas of Shakespeare are read intensively for their human interest.

B) *Rhetoric and Composition:* The laws of effective composition are discussed with direct reference to the needs of the public speaker. The student applies these laws in extemporaneous speaking before the class, and also in a number of written themes. Each student is required to commit to memory and deliver a carefully written oration, which is analyzed in connection with a practical discussion of the oration.

Three periods weekly.

German—Combined with Junior.

Latin—Tacitus, Agricola; Terence, Phormio; Horace, Odes and Epodes; History of Roman Literature.

Three periods weekly.

Greek—Review of Greek inflection. Study of Greek Syntax (Kaegi's Short Grammar). Translation and interpretation of Plato's "Apology" and selections from "Phaedon," and of Sophocles' "Oedipus Tyrannus."

Four periods weekly.

Greek New Testament—Written translation of the Gospels of the Church Year into German; oral translation of selected portions; occasional exegetical discussions.

One period weekly.

Mathematics—A) *Plane Trigonometry* (Robbins).

B) *Spherical Trigonometry.*

C) *Advanced Mathematics:* As far as time permits, the general principles of the higher mathematics usually studied in specialized courses will be presented to the student in non-technical language.

Two periods weekly.

French—Text-book: Brooks, The New Chardenal.

Two periods weekly.

History— Combined with Junior.

Two periods weekly.

Physics—(Black & Davis' Practical Physics). An introductory course including Elementary Mechanics, Sound, Heat, Light, Electricity and Radio-activity.

Four periods weekly, two periods laboratory.

Astronomy—Text-book: Simon Newcomb's Elements of Astronomy.

Two periods weekly.

Dr. Haas has placed his telescope into the care of the college for use by the astronomy class.

Psychology—Combined with Junior.

Philosophy—History of Philosophy: Greek Philosophy, Middle Ages and the Transition to Modern Philosophy. Special attention is given to the Christian attitude toward the various philosophical problems.

One period weekly.

CURRENT EVENTS CLASS

During the year a seminar on "Current Events" was conducted by the professor of history. Papers were read by the members of the Senior and Junior classes, and all the College classes were in attendance. Sources and documents relating to contemporary history were regularly interpreted and discussed with a view to enabling the students to get a better understanding of the great political, social, and cultural tendencies of our own times.

Members of the faculty frequently were present and took part in the discussions.

Note: The duration of a "period" is 45 minutes. There is an intermission of 5 minutes between periods.

GRADES.

100	to	87½	=A or Excellent
87	to	73½	=B or Good
73	to	60	=C or Fair
59½	to	50	=D or Deficient (Conditioned Failure)
All	below	50	=F or Failure (Absolute Failure)

WITH REGARD TO PROMOTION.

A. Promotion is impossible, when a student has failing marks both in the average scholarship and in more than one Major Subject.

(Majors are: Religion, English, German, Latin, Greek, Mathematics.)

B. Conditional Promotion is permissible—

(a) When a student has from 59½ to 50 (Grade D) in a Major Subject, but over 73 (Grade B) in another Major Subject.

(b) When a student is below 50 (Grade F) in a Major Subject, but above 87 (Grade A) in another Major Subject.

(Two Minors count as one Major.)

ROLL OF STUDENTS

COLLEGE DEPARTMENT

Senior

Frederick W. Grunst.....Rochester, N. Y.
Karl Nutzhorn .....Englewood, N. J.
Frederick W. Teichmann.....Brooklyn, N. Y.

Junior

Otto M. A. Grunow.....Pittsfield, Mass.
Harold T. A. Keinitz.....Meriden, Conn.
Conrad Reisch .....Plantsville, Conn.
*Herman Reissig .....Penn Yan, N. Y.

Sophomore

Samuel Boerstler .....Johnstown, Pa.
John Sowa .....Reading, Pa.

Freshman

Edmund Bosch .....New York City
Adolf G. Hohl.....Poughkeepsie, N. Y.
Carl H. Roepe.....Brooklyn, N. Y.
Edward Roepe .....Brooklyn, N. Y.
John M. Strodel.....Buffalo, N. Y.
Elmer G. Suhr.....Kent, N. Y.
*John M. Joslyn.....Lyons, N. Y.

PREPARATORY DEPARTMENT

Third Preparatory Class

John F. C. Bauchmann.....Meriden, Conn.
Adam Boerstler .....Johnstown, Pa.
Carl Fuchs .....Wilmington, N. C.
J. Fred Heissenbuttel.....Middletown, N. Y.
Wm. J. Kaehler.....Philadelphia, Pa.
Lewis C. Matzinger.....Liberty, N. Y.
Arthur Pfohl .....Buffalo, N. Y.
Chas. Shields .....Bayonne, N. J.
Carl F. Strobel.....Mt. Vernon, N. Y.
Wm. F. Wacker.....Elizabeth, N. J.
Paul Wasmund .....Brooklyn, N. Y.
Wilmer M. Zuehlke.....Buffalo, N. Y.
*Herman A. Kohls.....Rochester, N. Y.

Second Preparatory Class

Harold Abendschein .....Buffalo, N. Y.
Carl A. Behlen.....Rosebank, S. I., N. Y.
Henry Berkobin .....Brooklyn, N. Y.
Wm. Dettmann .....Albany, N. Y.
Arthur J. Hagan.....Syracuse, N. Y.
Walter J. Hauck.....Albany, N. Y.
Frederick Kern .....Schulenberg, Tex.
Albert Meurer .....Stapleton, S. I., N. Y.
George W. Roepe.....Brooklyn, N. Y.
Bernhard Timmermann .....Brooklyn, N. Y.
Alfred Weber .....Middle Village, N. Y.
Alfred M. Zaun .....Brooklyn, N. Y.
*Philip Shapiro .....Philadelphia, Pa.

*Left the institution during the course of the year.

ALUMNI

By a Student

Wagner College is not old, her history covering but a period of thirty-six years. Neither does her roster contain the names of thousands of students. She was founded to prepare men for the Lutheran ministry and a perusal of the Alumni roll will show that with few exceptions Wagner's graduates are in the ministry. Because of the short life of Wagner, the Alumni must needs be *younger* men, men still in the prime of life. Wagner really has no venerable patriarchs with forty or fifty years of service behind them, and since, as it has been said, a pastor is only reaching his best after having been in the active ministry for thirty years or more, it cannot reasonably be expected that the Wagner Alumni have *as yet* cut a very wide swath in what is called prominence.

Yet Wagnerians *have* reached a certain degree of prominence by what they are *doing* and what they have attained.

We find Alumni in the foreign Mission Field, in the institutional work of the church, in the educational field both in church and state, Alumni who have made contributions to the ecelesiastical and educational literature, Alumni who are honored by high official positions in the church and who are doing useful work on various boards. About eighty-four per cent of the Alumni are ministers. They are to be found in many of the synods of the United Lutheran Church in America. New York Ministerium, 59; Pennsylvania Ministerium, 22; New York and New England Synod, 9; Pittsburgh Synod, 2; Canada Synod, 2; Synod of Central Canada, 1; Manitoba Synod, 1, and Texas Synod, 1. The New York, Susquehanna and Miami Synods of the General Synod, the Southwestern Virginia and Georgia Synods of the United Synod South of the Missouri Synod each have one Wagnerian.

There are two Alumni Associations (one in the New York Ministerium, the other in the Pennsylvania Ministerium) which endeavor to keep alive the interest of the Alumni in their Alma Mater and have proven this in the past by a number of handsome gifts, additions to the library, etc.

1885.

Rev. Francis Hoffmann ..... Utica, N. Y.

1886.

Rev. Wm. Arndt ..... Webster, N. Y.
" Louis Breu ..... Cuba
" Gustav Doering ..... Jersey City, N. J.
" Herman Meyer ..... Brooklyn, N. Y.

1887.

Rev. Emil Meyer ..... Deceased

1889.

Rev. Ernest Bachmann, D. D..... Philadelphia, Pa.
" Paul Becker ..... Deceased
" George M. Bock ..... Lancaster, N. Y.
" Ernest Heyd ..... Rochester, N. Y.
" Robert Vorberg ..... Marietta, O.

1890.

Rev. Paul Baehnisch ..... Langenburg, Sask., Can.
" Louis Happ ..... Brooklyn, N. Y.
" Carl Mader ..... Deceased
" Austin H. Roeder ..... Rochester, N. Y.
" John Weyl, A. M ..... New York City
Mr. Carl Wannärke ..... ———
" Paul Weller ..... ———
Rev. Theophilus Zuber ..... Weissport, Pa.
" Conrad Zarnke ..... Desboro, Ont.

1891.

Rev. Herman Ruphoff ..... Grand Island, Neb.

1892.

Rev. Frederick Bosch ..... New York City
" George Drach ..... Philadelphia, Pa.
" Augustus Fischer ..... Scranton, Pa.
" William Junge ..... New York City
" Oscar Krauch ..... Buffalo, N. Y.

1893.

Rev. Henry Erbes ..... Rochester, N. Y.
" Albert Heyd ..... Lyons, N. Y.
" Christian Krahmer ..... Pittsford, N. Y.
" Julius Reichardt ..... Wilkes-Barre, Pa.
Mr. Alfred Stoeckius ..... New York City
Rev. Carl Streich ..... Weatherly, Pa.

1894.

Rev. Carl Betz, B. A ..... Rochester, N. Y.
Prof. William Betz, A. M ..... Rochester, N. Y.
Rev. Herman Brezing ..... Niagara Falls, N. Y.
" Albert Steinhäuser, D. D ..... Allentown, Pa.
" Frederick Sutter ..... Tompkinsville, S. I., N. Y.
Mr. Louis Tuerke ..... Buffalo, N. Y.
Rev. Herman Wahrmann ..... Lykens, Pa.
" Reinhold Schmidt ..... Harrisburg Pa.

1895.

Rev. Frederick Behnke ..... Brooklyn, N. Y.
" J. George Blaesi ..... Brooklyn, N. Y.
" William C. Drach ..... Buffalo, N. Y.
" Theodore Hoffmeister ..... Farnham, N. Y.
" Louis Mayle ..... ———
" John C. Reichert ..... Buffalo, N. Y.
" Gustavus Poensgen ..... Deceased
" Carl B. Schuchard ..... Brooklyn, N. Y.
" Henry C. Wasmund ..... Brooklyn, N. Y.

1896.

Rev. Gustav Fechner ..... Middletown, N. Y.
" Fred. Frank ..... New Castle, Pa.
" Henry Fresemann ..... Riverside, N. J.
" William Heyer ..... Trevorton, Pa.
" Herman Strassburger ..... Deceased
Mr. Carl Valentin ..... ———

1897.

Rev. Frederick A. Bavendam.....Jersey City, N. J.
Prof. Gottlieb Betz, Ph. D.....Columbia University, N. Y. C.
Rev. Philip Kirchner .....Reading, Pa.
" John Lehmann .....Gardenville, N. Y.
" Ernest Neudoerffer .....Tadepalligudem, India
" Julius G. Schulz .....Deceased
" William Trebert .....Rochester, N. Y.

1898.

Rev. Henry Beiderbecke .....Lyons, N. Y.
Prof. George Hartwig .....Bellingham, Wash.
Rev. Theo. Palleske .....Ravena, N. Y.
" Theodore Posselt .....New York City

1899.

Rev. Henry Freimuth .....Rochester, N. Y.
" Carl Intemann .....Brooklyn, N. Y.
" Martin Lorenz .....Waterbury, Conn.
" Chas. Ziegelbrier .....Wilkes-Barre, Pa.

1900.

Rev. Edwin Boettger .....Buffalo, N. Y.
" Oscar Braune .....Newark, N. J.
" Frederick B. Clausen.....Brooklyn, N. Y.
" Paul Kasten .....Watertown, N. Y.
" William L. Siebert.....Newark, N. J.

1901.

Mr. Henry Betz, A. M.....Rochester, N. Y.
" William Intemann .....Brooklyn, N. Y.
Rev. Walter Pestke .....———

1902.

Rev. Andrew Bachofer .....Pittston, Pa.
" Charles F. Dapp, Ph. D.....Philadelphia, Pa.
" Theo. G. Hartwig.....Columbia, S. C.
" August F. A. Neudoerffer.....Rajahmundry, India
" Frederick W. Schaefer.....New Britain, Conn.
" Walter C. G. Veit.....Easton, Pa.

1903.

Mr. Otto Becker .....Buffalo, N. Y.
Prof. Frederick Betz, A. M.....Rochester, N. Y.
Rev. Yost Brandt .....Albany, N. Y.
" William Geiger .....Wapwallopen, Pa.
" Otto L. Schreiber, Ph. D.....Jersey City, N. J.
" Conrad Wilker .....Medford, Ore.

1904.

Mr. Edward Quade .....———
Rev. Emil Weber .....U. S. Army Chaplain
Prof. Hugo Wendel, Ph. D.....New York University, N. Y.
Rev. John Wittekind .....Syracuse, N. Y.
" Oscar V. Werner, B. A.....Rajahmundry, India
" John H. Stelljes .....Tarrytown, N. Y.

1905.

Rev. August C. Blunk .....Portchester, N. Y.
" John Dimpfl .....Dunkirk, N. Y.
" Hugo Perdelwitz .....Gloversville, N. Y.

1906.

Rev. Herman F. Miller.....Buffalo, N. Y.

1907.

Prof. Albert Helmkamp, B. A.....Pittsford, N. Y.
" Ralph Helmkamp, B. A.....Rochester, N. Y.

1908.

Prof. Herman Betz, A. M.....Uni. of Mich., Ann Arbor, Mich.
Rev. Conrad Blunk.....Blossom, N. Y.
" Henry C. Meyer.....Wartburg, Mt. Vernon, N. Y.

1909.

Rev. Henry B. Dickert.....Canajoharie, N. Y.
Mr. Richard Hopf.....Stapleton, St. I., N. Y.
Rev. William Hulsberg.....Deceased

1910.

Rev. Siegmund von Bosse.....Wilmington, Del.
" Arnold Keller.....New Haven, Conn.
" William Meyer.....Hempstead, N. Y.

1911.

Mr. William Berkemeier.....Deceased
Rev. Walter Grunow.....Asbury Park, N. J.
" Herman A. Meyer.....New Springville, N. Y.
" Franz Posselt.....Port Jervis, N. Y.
" George J. V. Schorling.....Newburgh, N. Y.
" E. Albert Sievert.....Victoria, Tex.
" Frederick Vogt, M. A.....Utica, N. Y.
Mr. Walter Weïdhaas.....Greiz, Germany
" Herman Weigand, B. A.....Brodhagen, Ont.

1912.

Rev. Ralph M. Dürr.....Floral Park, L. I., N. Y.
" Otto Michelson.....———
" Frederick W. Schott.....Elizabeth, N. J.

1913.

Rev. Harry Corleis.....Liberty, N. Y.
" Robert Ischinger.....Niantic, Pa.
" William Reumann.....Shenandoah, Pa.

1914.

Rev. Henry C. Egner.....Verona, N. Y.
" Emanuel W. Hammer.....Hudson, N. Y.
" Frederick G. H. Hasskarl.....Bridgeton, N. J.
" Louis G. Hause.....Corona, N. Y.
" Rudolph F. W. Krauch.....Fort Plain, N. Y.
" Behrend Mehrtens.....Rockville Centre, N. Y.
" Walter M. W. Ruccius.....Lynbrook, N. Y.
Mr. Louis Schmidtkonz.....Kingston, N. Y.
Rev. Herbert L. Siegner.....Ottawa, Ont., Can.
" Oscar J. Warnath.....Ridgway, Pa.

1915.

Rev. Clarence L. Braun.....Potter, N. Y.
" Frank F. Eberhardt.....East Mauch Chunk, Pa.
" William F. P. Hudaff.....Deceased
" Heinrich A. Kropp.....Philadelphia, Pa.
" John W. Schmitthenner.....Tamaqua, Pa.
" Frank P. C. Welkner.....Conneaut, O.

1916.

Mr. Frederick C. G. Becker.....Rochester, N. Y.
" Rudolph D. Haffner .....Badent, Ont., Can.
" Frederick D. Haffner.....Brooklyn, N. Y.
" Arthur H. Sachs.....Rochester, N. Y.
Rev. Hermann F. J. Vesper.....New Rochelle, N. Y.
" John H. Wolfenberg..... Canada.

1917.

Leo F. Duerr .....Buffalo, N. Y.
Paul E. Porath.....Erie, Pa.
Frederick E. Reissig.....Penn Yan, N. Y.
Kurt P. Saleski.....Deceased
August F. Schmitthenner.....Tamaqua, Pa.

1918.

Bernhard Bohrer .....Poughkeepsie, N. Y.
Herbert A. Bosch .....New York City
Carl W. Fleischer.....Wartburg, Mt. Vernon, N. Y.
William J. Hoebel.....Buffalo, N. Y.
Herbert H. Kohls.....Pembroke, Ont., Can.
Edgar W. L. Krauch.....Buffalo, N. Y.
Frederick J. Melville.....Wartburg, Mt. Vernon, N. Y.
John M. Schedler.....New Hamburg, Ont., Can.
George R. F. Tamke.....Wartburg, Mt. Vernon, N. Y.

1919.

Frederick W. Grunst.....Rochester, N. Y.
Karl Nutzhorn.....Englewood, N. J.
Frederick W. Teichmann.....Brooklyn, N. Y.

ALMA MATER

We stand united through and through,
Our Alma Mater's chosen few,
To sound her praises hand in hand,
In joyful tongue throughout the land;
Our hearts and minds in steadfast hope,
All foes in vain with us would cope,
As conquerors triumphantly
We march to victory.

We love thy laurels, Wagner;
We love thy growing fame—
Thy one-fraternal spirit,
Thy sweet maternal reign;
We love thee, Alma Mater,
And ever will be true
To thee; thrice hail to Wagner
And to her chosen few!

When youth fleets past, and age looks in,
Shine forth, bright star, while others dim!
Let joy stream from thy loved walls,
And honor abide within thy halls.
Then shall a patriotic throng
Repeat thy fame and sing thy song,
And we, thy sons, will fight for thee,
Wagner, most gallantly.

F. J. M. '18.